Khel Yatra

Physical Education and Well-being

Grade 8

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NCERT

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Foreword

The National Education Policy 2020 envisages a system of education in the country that is rooted in Indian ethos and its civilisational accomplishments in all domains of human endeavour and knowledge, while at the same time preparing students to constructively engage with the prospects and challenges of the twenty-first century. The basis for this aspirational vision has been well laid out by the *National Curriculum Framework for School Education* (NCF-SE) 2023 across curricular areas at all stages. Having nurtured students' inherent abilities, touching upon all the five planes of human existence, the *pañchakośas* in the Foundational and the Preparatory Stages have paved the way for the progression of their learning further at the Middle Stage. Thus, the Middle Stage acts as a bridge between the Preparatory and the Secondary Stages, spanning three years from Grade 6 to Grade 8.

The NCF-SE 2023, at the Middle Stage, aims to equip students with the skills that are needed to grow as they advance in lives. It endeavours to enhance their analytical, descriptive, and narrative capabilities, and to prepare them for the challenges and opportunities that await them. A diverse curriculum, covering nine subjects in three languages—including at least two languages native to India—Science, Mathematics, Social Sciences, Art Education, Physical Education and Well-being, and Vocational Education promotes their holistic development.

Such a transformative learning culture requires certain essential conditions. One of them is to have appropriate textbooks in different curricular areas as these textbooks will play a central role in mediating between content and pedagogy—a role that will strike a judicious balance between direct instruction and opportunities for exploration and inquiry. Among the other conditions, classroom arrangement and teacher preparation are crucial to establish conceptual connections both within and across curricular areas.

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The National Council of Educational Research and Training, on its part, is committed in providing students with such high-quality textbooks. Various Curricular Area Groups, which have been constituted for this purpose, comprising notable subject-experts, pedagogues, and practising teachers as their members, have made all possible efforts to develop such textbooks. The book for Physical education and well-being, titled *Khel Yatra* for Grade 8, is meticulously designed to develop motor skills and engage children in the team sports of Athletics, Table Tennis and Volleyball. Age-specific aspects of Yoga are designed to lay the foundation for healthy living. The textbook aligns with the competencies included in the NCF-SE 2023 for this stage.

Khel Yatra emphasises the importance of physical activity and the values and dispositions essential for life. It incorporates cross-cutting themes, such as inclusion, gender equality, and cultural rootedness.

The content and activities are designed to encourage peer group learning, and enrich the educational experience for both students and teachers. While this textbook is valuable, children should also explore interesting local games and play with friends. This book is not only useful for school learning, but is a valuable resource for parents and community.

However, in addition to this textbook, students at this stage should also be encouraged to explore various other learning resources. School libraries play a crucial role in making such resources available. Besides, the role of parents and teachers will also be invaluable in guiding and encouraging students to do so.

With this, I express my gratitude to all those who have been involved in the development of this textbook, and hope that it will meet the expectations of all stakeholders. At the same time, I also invite suggestions and feedback from all its users for further improvement in the coming years.

Dinesh Prasad Saklani
Director
National Council of Educational Research and Training

New Delhi
May 2025

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About the Book

The *National Curriculum Framework for School Education 2023* (NCF-SE 2023) recognises the criticality of the health and wellbeing of individuals as a key factor for success in all aspects of life. Considering the focus on holistic well-being, NCF-SE has mandated Physical Education and Well-being as a core curricular area for all stages of school education. To help the teachers and students achieve curricular goals of Physical Education and Well-being, for the first time a textbook has been designed for Grade 8. This book enables students to experience the joy of playing, explore diverse physical activities, practice fitness skills, learn basic sports skills, and immerse in the world of yoga. Sports and physical activities teach important motor skills, socio-emotional awareness and regulation, associated cognitive abilities, as well as the values of self-discipline, hard work, teamwork, and a gracious acceptance of one's strengths and vulnerabilities.

To achieve the goals of fitness, sports and holistic well-being, the Grade 8 textbook is designed to have the following six units.

1. Foundations of Physical Education and Well-being
2. Physical and Motor Fitness
3. Fundamental Skills of Athletics
4. Fundamental Skills of Table Tennis
5. Fundamental Skills of Volleyball
6. Yoga

In Unit 1, students explore the connection between physical education (PE) and well-being, emphasising its impact on personal and social behaviour. Through playing games and engaging in discussions, students will understand the importance of living a healthy lifestyle;

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concepts of Physics and Biology in a playful manner, and how physical activity adds to their overall enjoyment and success. Students will also learn about the safety measures to minimise the risk of injuries and create a healthy environment for the students.

In Unit 2, students learn different fitness components like endurance, strength, flexibility, and balance. The main aim is to understand how each of these components contributes to overall health.

Units 3, 4 and 5 focus on learning new games. Athletics is introduced in Unit 3, Table Tennis in Unit 4 and Volleyball in Unit 5. Through interactive sessions and group exercises, students will discover the excitement of sports and health advantages of physical activities. The emphasis will be on inclusivity, team cohesion, and enjoyment of movement.

In the last unit, that is, Unit 6 students immerse in the holistic nature of yoga. They learn about *Yama* (social discipline) and *Niyama* (Personal discipline) to inculcate healthy habits for positive behavior. Systematic practice of various *yogāsanas* starting with *Sūkṣhma Vyāyāma* (loosening exercises), preparatory breathing practices and step-by-step performance of each *āsana* helps our body to be flexible, strong, balanced and disease free. Various techniques of *Prāṇāyāma* strengthen the lungs, improve functioning of major systems of our body, calm down the mind, improve concentration and help in achieving overall harmony and well-being. To explore the world within us and experience deep sense of peace, tranquility and bliss, students learn different techniques of *Dhāraṇā* (single pointed concentration) and *Dhyāna* (meditation). Learning various yogic practices lays the foundation for a long and healthy life.

In this book, apart from learning the games and physical activities, students will learn to follow rules, understand the importance of safe practices and fair play, work harmoniously in groups, treat each other with courtesy and respect, as well as, help each other, and experience the joy of playing together. Inculcation of these values and dispositions will partly happen while children are engaged in the physical activities or games and partly, they will be reinforced

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during circle time after the game. Sufficient time must be given for circle time during the Physical Education and Well-being periods.

Structure and Flow of Classes

Refer to the previous class' textbook for suggestive session plan. As per NCF-SE 2023 recommendations 90 hours are allocated to physical education and well-being. So, 115–120 periods of 40 minutes each for activities and classes along with 15-20 periods for formative and summative assessment have been allocated. Principals and physical education teachers have the liberty to plan classes keeping in mind equal emphasis and distribution of all units. Since assessment depicting progression in the motor fitness, sport-specific skills, yoga and psychosocial domain, session-ending assessment procedure will remain the same as formative assessment. Suggestive timetable assumes at least 5 periods of 40 minute each, per week. NCF-SE recommends allocating block period (2 periods together) for physical education and well-being. If it is not possible to allocate two block periods and one single period every week, it is necessary to design single periods with different focus to ensure sufficient time for activities, game and circle time.

Suggestions are given below for two different scenarios of timetable.

- Scenario 1 – Five single periods per week.
- Scenario 2 – Two block periods for Units 1 to 5 and single period for yoga.

Scenario 1: Three different types of sessions have been visualised to effectively use the limited time in each period and achieve the learning outcomes.

- Type 1: Maximises game practice.
- Type 2: Maximises circle time after play to provide sufficient time for discussing cognitive and socio-emotional aspects.
- Type 3: Maximises gamified drills to focus on one specific skill.

A sample time allocation for a 40-minute duration is given below for all types.

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Period/Session Types				
Type 1	Warm-up – Preferably gamified	Game time	Cool-down	Circle time
Time in Minutes	5	25	5	5
Type 2	Warm-up – Preferably gamified	Game time	Cool-down	Circle time
Time in Minutes	5	15	5	15
Type 3	Warm-up – Preferably gamified	Gamified drills/ Mini games	Cool-down	Circle time
Time in Minutes	5	25	5	5

Scenario 2: (Highly recommended) – A block period of 80 minutes can effectively maximize game practice, drills and circle time. Two types of sessions can be planned with block periods.

- Type 4: Maximises game time and drills.
- Type 5: Maximises game time.

Type 4

Block Period	Warm-up – Preferably gamified	Game time	Gamified drills/ Mini games	Cool-down	Circle time
Time in Minutes	5	30	20	5	20

Gamified drill is a mini game played between teams to target specific skills. Pure drills are not recommended at this stage.

Or

Type 5

Block Period	Warm-up – Preferably gamified	Game time Play 2 games	Cool-down	Circle time
Time in Minutes	5	50	5	20

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Instructions for Teachers

For joyful experience, safety of children and effective development of competencies, teachers may follow the instructions given below:

- Ensure adequate play area and that there are no obstructions in the play area.
- For group activities, mark the area into smaller blocks to prevent students from running into each other.
- While dividing the teams, make sure that the divison is fair and balanced in terms of bodyweight, height and skills required for the activity.
- Ensure that a first aid kit is available and accessible.
- Ensure that students are treated with respect and they feel emotionally and socially safe.
- Provide regular encouragement and support to all the students.
- Ensure students have access to fair redressal of grievances during the Physical Education period.
- Encourage students to be aware of their surroundings while playing.
- Instruct the students not to aim at the opponent.
- Encourage the students to be careful while pushing or pulling the opponent in the activity.
- Ensure that students do proper warm-up and cool-down exercises.
- Encourage them to create their own routines.
- Provide opportunities to students for interactions before, during and after the class.

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- Introduce sports skills gradually. Complexity can be increased by playing mini versions of the sport gradually building individual capacities such as, observation, reflection, emotional regulation, expanding spatial awareness and peripheral vision, and making quick judgements based on gameplay.
- Discuss social capacities such as, effective communication, collective decision making, and working together towards a common goal, during circle time and at relevant moments in the sport.
- Discuss the concepts of Physics such as, conduction, motion, etc. and concepts of Biology such as breathing, muscles, neuro muscular coordination, muscle adaptation in a playful manner through physical activities.
- Encourage students to take more responsibility for building a culture of inclusive sports at school. Help them to play an active role in ensuring all students feel safe, motivated, and encouraged to play.

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- before law and equal protection of laws;
- irrespective of religion, race, caste, sex or place of birth;
- of opportunity in public employment;
- by abolition of untouchability and titles.

Right to Freedom

- of expression, assembly, association, movement, residence and profession;
- of certain protections in respect of conviction for offences;
- of protection of life and personal liberty;
- of free and compulsory education for children between the age of six and fourteen years;
- of protection against arrest and detention in certain cases.

Right against Exploitation

- for prohibition of traffic in human beings and forced labour;
- for prohibition of employment of children in hazardous jobs.

Right to Freedom of Religion

- freedom of conscience and free profession, practice and propagation of religion;
- freedom to manage religious affairs;
- freedom as to payment of taxes for promotion of any particular religion;
- freedom as to attendance at religious instruction or religious worship in certain educational institutions.

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- for protection of interests of minorities;
- for minorities to establish and administer educational institutions;
- saving of certain Laws 31A–31D.

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- by issuance of directions or orders or writs by the Supreme Court and High Courts for enforcement of these Fundamental Rights.

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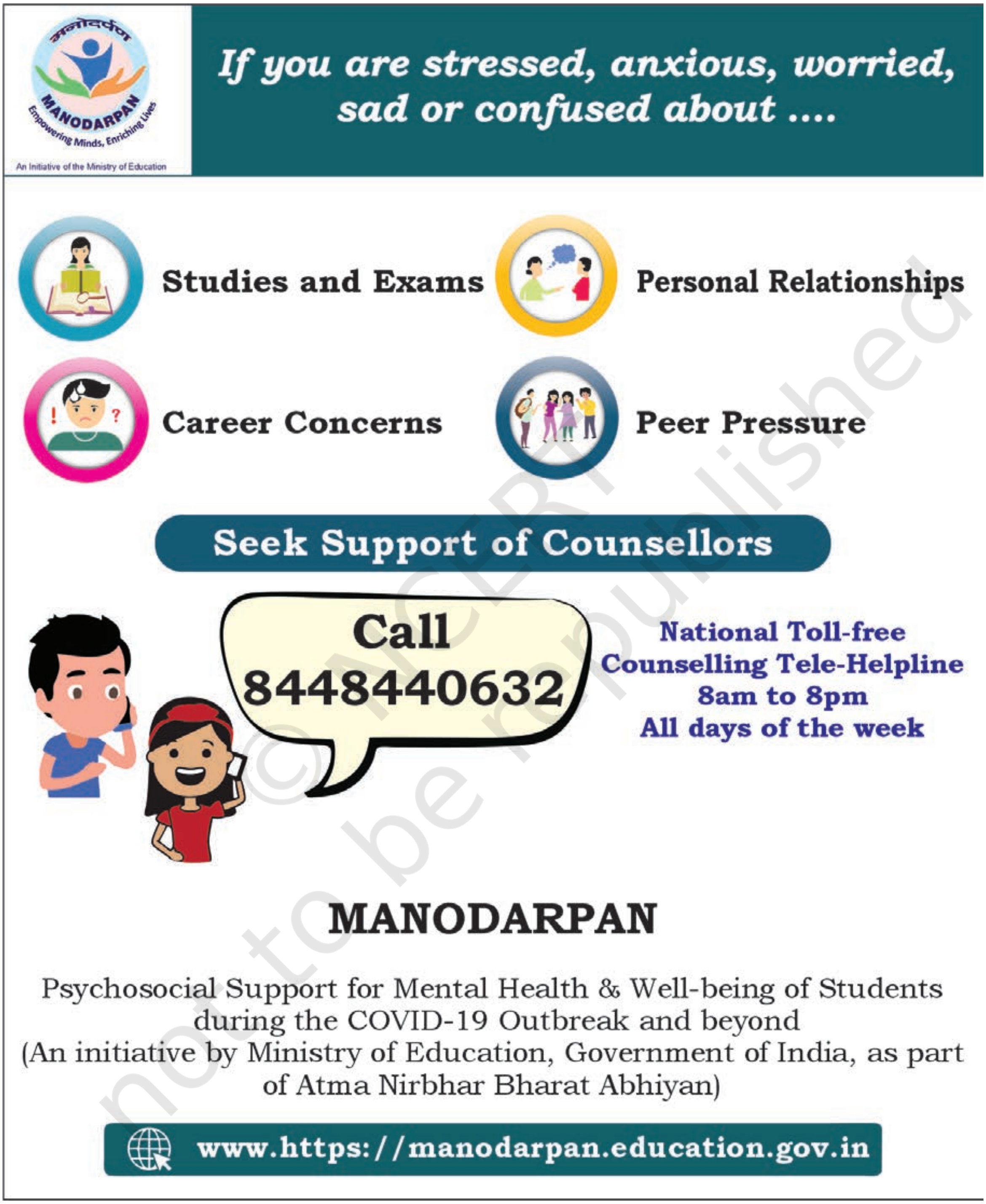

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UNIT 1

Foundations of Physical Education and Well-being

This unit explores the link between physical activity and personal growth, integrating fitness, mental resilience, teamwork, and safety awareness with foundational concepts from physics and biology. Through engaging activities, students will learn how principles like balance, force, motion, and gravity affect their movements, while understanding how muscles, bones, respiration, and circulation support physical performance. They will build motivation, courage, and discipline by tackling physical challenges, tracking their progress, and committing to self-improvement. Additionally, students will be guided to recognise and report bullying, mental health concerns, and inappropriate behavior, fostering a safe, respectful, and supportive environment for everyone.

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Horse Vault Race

Horse Vault Race is a unique athletic competition in which participants vault over each other to complete the race.

Warm-up	Activity	Cool-down	Circle time
Sidewalk, back walks, jogging drills	Horse Vault Race	Forward and backward lunges	*Good technique*

How to play?

- Make pairs of students that are of almost similar height and weight.
- Among each pair, one student will play the 'horse' by bending over, with their chin touching their sternum (chest bone) and squatting on all fours (as shown in the figure), keeping all the safety measures and degrees of difficulty in mind.
- The other student will carefully jump over the horse (played by the first student).
- As the activity continues, the pair will alternately jump and take on the role of horse.
- The game is won by the pair that crosses the finish line first.

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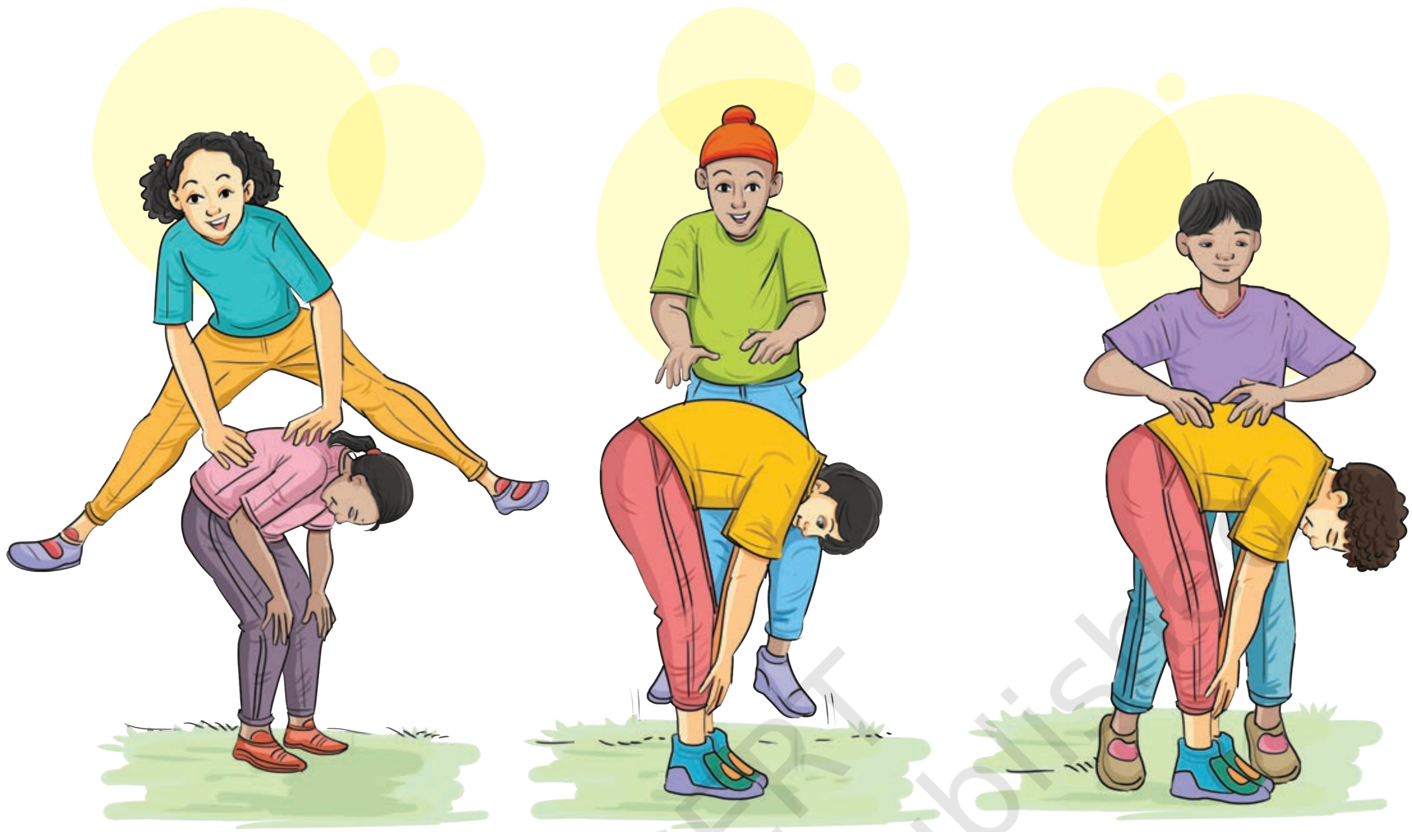

Variations

- Sideways jumps may be included at a later stage.

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Circle time – *Good technique*

- Compare techniques with other students on how they crossed the vault. Discuss whose jump was more efficient and why?
- Discuss how better balance can be maintained by students while in the vault position.
- Discuss how improving our own skills gives us a feeling of holistic happiness.

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Progressive Mass Drill

Progressive Mass Drill involves a series of coordinated movements that will be performed together in sync on a count of eight. They're made to be enjoyable while helping students in developing their strength, flexibility, and rhythmic movement.

Warm-up	Activity	Cool-down	Circle time
Head-to-toe stretching	Progressive Mass Drill	Slow or static stretching	*Major muscles*

How to play?

- Students will be arranged in rows, with one arm's distance between them.
- Students will perform freehand activities.
- The teacher will count out loud from one to eight and the demonstrator will perform the exercises from a raised platform facing the students, as shown in the figure on the next page.
- Other students will imitate the demonstrator's movements in sync, on the counts.
- The difficulty level of the drill can be increased by the suggested variations.

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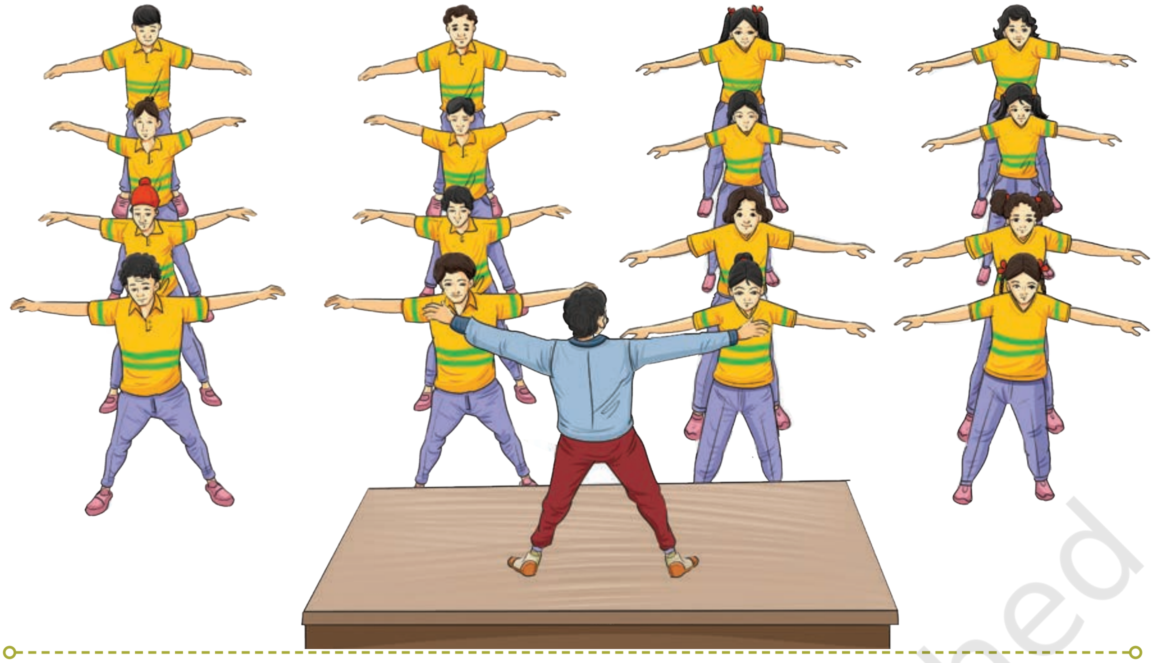

Variations

- Drum beats can be used for the counts.
- Free hand activities can be replaced by holding any objects (stick, dumbbell, ball, umbrella, rope, hoops, ribbon, etc).

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Note for the teacher

- The teacher will help the students in identifying the names of the major muscles in their arms and legs.

Circle time – *Major muscles*

- Feel the muscles that are involved while doing the activities. Discuss how the activities can be performed in different ways and how the muscles might feel different then.
- Think about how synchronising actions with vocal commands or music and maintaining coordination with peers gives us a feeling of holistic pleasure.

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Baraf Pānī

Baraf Pānī is an effective activity for learning about the ill-effects of bullying and encouraging upstanders to reduce the impacts of bullying. Students may explore various viewpoints — those of the bully, the victim, the bystanders and the upstanders.

Warm-up	Activity	Cool-down	Circle time
Leaping, skipping and jumping, hip and pelvic muscle stretch	*Baraf Pānī*	Arm swinging, shoulder shrug, hamstring stretch, calf stretch	*Role of upstanders*

How to play?

1. **Bully** – the one doing the act of bullying.
2. **The target** – the victim of bullying.
3. **Bystanders** – individuals who observe bullying.
4. **Upstander** – a bystander who chooses to take action.
   - One student will be the Bully and another will be the Upstander.
   - The others in the group are Bystanders and Victims.
   - All the Victims and the Bystanders will be running away from the Bully.

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- The Bully will try to chase all the students while saving themself from the Upstander.
- When the Bully tags the Victim, they should not move and hold the position that they are in.
- Bystanders can tap Victims to unfreeze them but they have to use a reassuring remark, such as “You're not alone!” or “I am with you” while tapping.
- The Bully can be stopped by the Upstander if they tag them and say, “Stop, that's not okay!”
- Keep switching roles among students to make sure that everyone gets an opportunity to play each role.

Circle time – *Role of upstanders*

- Discuss how you felt while playing each role.
- Discuss how, upstanders can help stop bullying in real life.

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Chār Tālī

Chār Tālī is a game to build students' alertness and make them understand the importance of society's role in stopping harassment.

Warm-up	Activity	Cool-down	Circle time
Head-to-toe stretching	*Chār Tālī*	Slow or static stretching	*Role of society*

How to play?

- Mark four lines on the ground. Line one is the 'starting line', the second line will be 'the warning line', the third line will be 'the danger line' and the last line will be 'the finish line'.
- Make two groups of 7–8 students each. One group will be the 'Aggressor' and another group will be the 'Society'.
- One member of Society will be the victim and they will stand on the finish line with their back towards the group.
- The rest of the members of Society will distribute themselves equally at the warning and the danger zones. In case the members of Society are uneven, then the distribution should be such that there are less number of people in the danger zone as compared to those in the warning zone.
- Aggressor will stand behind the starting line and move

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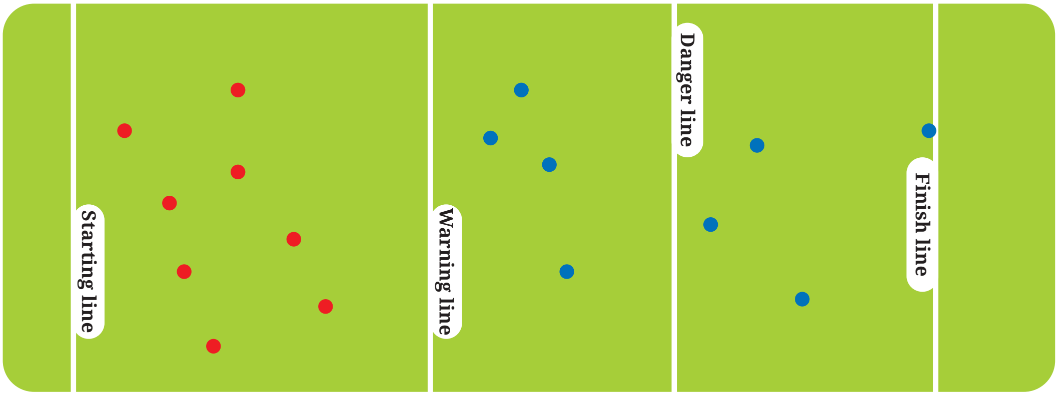

towards the finish line while the victim is not looking at them. The victim then claps four times.

- As soon as the victim performs 'four claps', they turn around to see if they can identify any aggressor moving.
- The members of Society can help by trying to make the aggressors move without touching the them, so that the victims can identify them.
- If any of the aggressor moves, then they are out. Otherwise, the victim will turn back and clap again four times.
- If any student of Aggressor reaches the warning line, all the members of Society in the warning zone will be considered out and in the same way if any student of Aggressor reaches the danger line then all the members of Society in the danger zone will be considered out.
- The target of Aggressor is to reach the finish line without being caught by the victim and the target of Society is to stop the aggressor from reaching the finish line and helping the victim.

Circle time – *Role of society*

- Discuss how Society can help the victims from the aggressors.
- Discuss how it felt as a society member to fail in helping the victim.

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Conduction Relay

The Conduction Relay is to help students understand conduction through an interactive relay race, while also demonstrating how heat transfer happens when they move their bodies and come in contact with objects.

Warm-up	Activity	Cool-down	Circle time
Jogging, arm rotation and burpees	Conduction Relay	Quadriceps stretching and hamstring stretching	*Heat transfer: conduction*

How to play?

- Make two teams of 5 to 6 students each, standing 20 metre apart.
- Each student will be standing as shown in the figure.
- On the first sound of the whistle, the students of team A will hold the object.
- On the second sound of the whistle, the students will perform galloping for the first 5 metres followed by hopping for the next 5 metres, duck walk for another 5 metres, sprinting for the last 5 metres and then they will finally transfer the object to the adjacent student of team B.
- The students of Team B will feel the heat of the object.
- Team B will later grip the same object but with a handkerchief or towel and perform the same activity.

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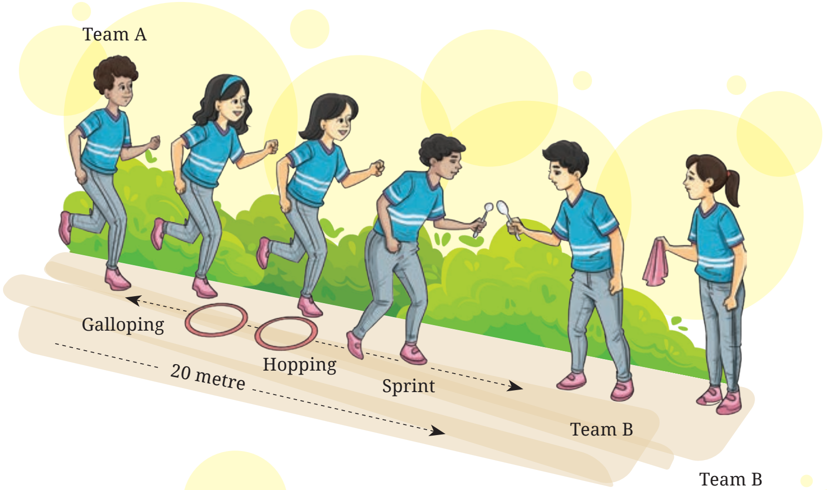

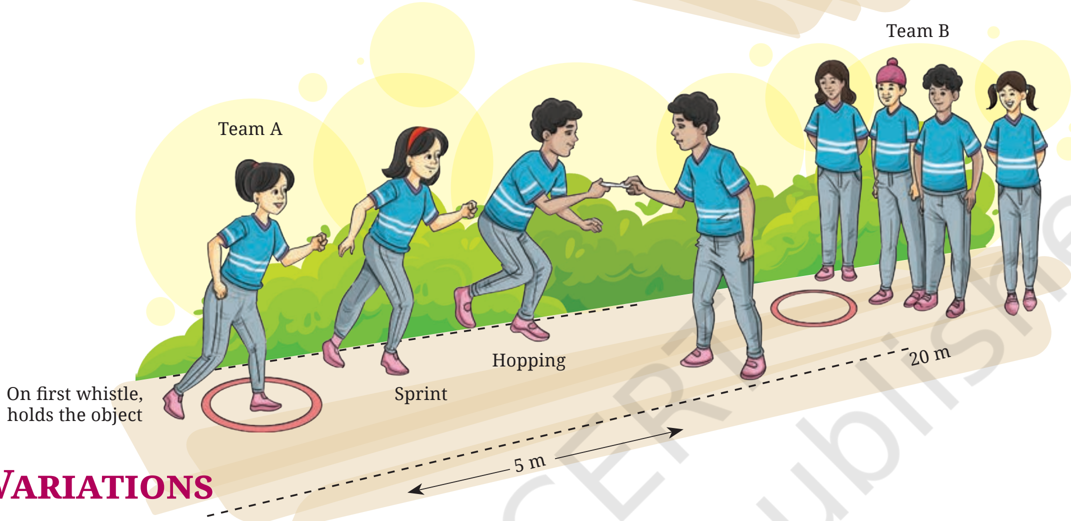

VARIATIONS

- Different activities can be introduced by the teacher.
- Objects of different materials such as, wooden, plastic or metal can also be used to understand the concept.
- Perform activities during different times of the day.

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Notes for the teacher

- Discuss the concept of conduction among the students.
- Ensure the safety of the students.

Circle time – *Heat transfer: conduction*

Disuss what happened at each station and how heat was transferred (or was not transferred) when objects were wrapped in towels or exposed directly to the skin.

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Motion-in-Action Relay

The Motion-in-Action Relay is to help students understand and experience linear motion, rotational motion, and projectile motion through a relay-style activity. Students will measure time (for linear and rotational motion) and distance (for projectile motion) in both SI (International System of Units—metres, seconds) and CGS units (centimetres, gram- seconds).

Warm-up	Activity	Cool-down	Circle time
Frog jump and jogging, arm rotation	Motion-in-Action Relay	Deep breathing exercise to control anger and anxiety	*Motion, unit system and gravity*

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How to play?

- Divide the class into 4–5 teams (depending on the class strength).
- Each team will rotate through the stations.
- **Station 1: Linear motion** (running)
  - Mark a **straight path**, say 20 metres for the students to run.
  - Have each team member run along the path. Note the time taken by them to cover the distance.

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- **Station 2: Rotational motion** (spinning)
  - Mark a small **cone** in the center for the students to spin around.
  - Each student will spin **3 times** around the cone, then sprint to the next station. This demonstrates rotational motion.
- **Station 3: Projectile motion** (throwing)
  - Set up a **target** (a large bucket or marked area) to throw the ball at.
  - Students will **throw a softball** towards the target, and the distance the ball travels in the air will be measured.
- After completing each station, students will record the following measurements:
  - **Linear motion** (station 1): Record the time taken to run the distance (in both SI and CGS units).
    - SI Unit: **Time in seconds (s)**.
    - CGS Unit: **Time in seconds (s)** (no change here as seconds remain the same in both units).
  - **Rotational motion** (station 2): Record the time taken to spin 3 times and then sprint to the next station.
    - SI Unit: **Time in seconds (s)**.
    - CGS Unit: **Time in seconds (s)**.
  - **Projectile motion** (station 3): Measure the distance the ball travels.
    - SI Unit: **Distance in metres (m)**.
    - CGS Unit: **Distance in centimetres (cm)**.
- In all the activities, the team which finishes first at any station gets 5 points, the second gets 3 points, and the last gets 1 point.

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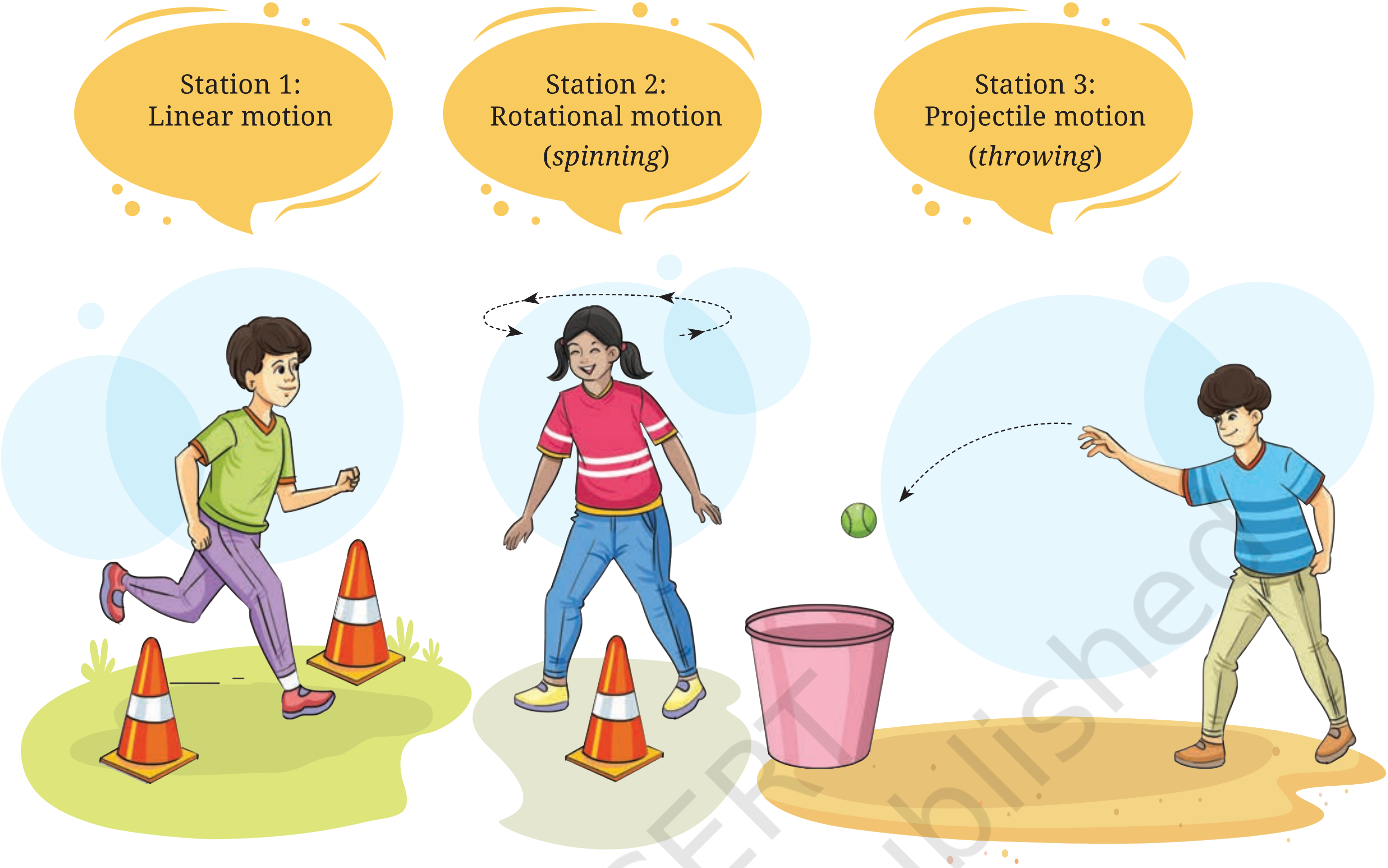

Run between cones | Spin around cone | Throw a ball into a bucket

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- After the teams finish, add the points gained from each station.
- The team with the highest total score wins.

Recording Table

Station	SI Unit	CGS Unit
1		
2		
3		

Points Table

Team	Points
1	
2	
3	
4	

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VARIATIONS

Change the sub-activities for each concept.

Notes for the teacher

- Gather the students and discuss the measurements calculated in the activity in SI and CGS units.
- Emphasise how different types of motion (linear, rotational, and projectile) occur in sports and real-life activities.
- Help them understand the role of force in projectiles, speed in linear motion, and centripetal force in rotational motion.

Circle time – *Motion, unit system and gravity*

- How did your speed affect the time you took to run?
- Did you feel dizzy? Discuss among yourselves about the reasons for dizziness. How did your spinning speed affect your time?
- How far did the ball go? How did the angle of your throw affect the distance?

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Breathing in Action

Breathing in Action is to engage students in a fun and educational physical activity to understand how breathing adapts to physical exertion and relate it to oxygen supply for energy production.

Warm-up	Activity	Cool-down	Circle time
Jogging, arm rotation and burpees	Breathing in Action	Quadriceps and hamstring stretching	*Breathing, energy production and teamwork*

How to play?

- Divide the students into **teams of 4–5 members** each.
- Set up **three activity zones** representing different levels of intensity:
  - **Zone 1: Low Intensity** (walking in place, slow jogging).
  - **Zone 2: Medium Intensity** (moderate jumping jacks, fast jogging).
  - **Zone 3: High Intensity** (sprinting or burpees).
- **Part 1: Baseline Measurement**
  - Before starting, students sit quietly for **1 minute**.
  - Each student measures their **resting breathing rate** and **pulse rate** in the following way –
    - For calculating breathing rate – Count breaths for 60 seconds.
    - For calculating pulse rate — Count heartbeat for 60 seconds.

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- Finally, record the data in a chart.

- **Part 2: Physical Challenge**
  - **Zone 1 (Low Intensity)**
    - Students walk in place or jog lightly for **2 minutes**.
    - Afterwards, they measure and record their breathing and pulse rates.
  - **Zone 2 (Medium Intensity)**
    - Students perform moderate jumping jacks or fast jogging for **1 minute**.
    - Then, they record breathing and pulse rates.
  - **Zone 3 (High Intensity)**
    - Students sprint for **30 metres** or do burpees for **30 seconds**.
    - Immediately after, they measure and record their breathing and pulse rates.
- **Part 3: Recovery Observation**
  - After completing all zones, students sit quietly for **3 minutes**.
  - They measure their pulse rates every **30 seconds** to monitor recovery.
  - Record recovery time for all participants.

- Teams track how quickly breathing and pulse rates return to baseline after Zone 3.

Baseline Pulse rate measurement | **Zone 1:** Low Intensity | **Zone 2:** Medium Intensity | **Zone 3:** High Intensity | Deep breathing | Recovery

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- **Sample Chart**

Activity	Breathing Rate (Breaths/Min)	Pulse Rate (Beats/Min)
Resting (Baseline)		
Zone 1: Low Intensity		
Zone 2: Medium Intensity		
Zone 3: High Intensity		
Recovery (After 3 mins)		

VARIATIONS

- Include fun elements like crawling under a rope or balancing on one foot for a few seconds during each zone.
- Include breathing control exercises (breathing in for 3 seconds, exhaling for 5) to practice efficient breathing.

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Notes for the teacher

- The teacher will demonstrate how to check pulse from the radial artery as shown in the figure.
- Ensure that each student has a role to play so that everyone participates.
- Ensure that each student fills up the chart.

Circle time – *Breathing, energy production and teamwork*

Discuss and relate how breathing pattern changes according to different activities like running, swimming, or playing different sports.

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Flex and React Challenge

The Flex and React Challenge is to help students understand the concept of neuromuscular control—how the brain and muscles work together to produce movement—and its relationship with flexibility through a fun and hands-on activity.

Warm-up	Activity	Cool-down	Circle time
Jogging, arm rotation and burpees	Flex and React Challenge	Quadriceps and hamstring stretching	*Neuromuscular coordination*

How to play?

- Students perform stretches while following the given instructions:
  - While in a hamstring stretch, they must catch a ball thrown lightly toward them.
  - While in a lunge stretch, they must touch a cone on command.
- Points for achieving good flexibility in stretches (1 point).
- Points for correct and quick responses to instructions (1 point).
- Bonus points for smoothly integrating flexibility with reaction (3 points).
- The team with the maximum number of points will be the winner.

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VARIATIONS

- Add more complex movements like balancing on one foot or performing a quick lunge on command.
- Measure flexibility improvements after regular practice over a few weeks.
- Pairs of students will signal movements or stretches for each other, promoting teamwork and observation skills.

Note for the teacher

Emphasise the importance of proper form during stretches to avoid injury.

Circle time – *Neuromuscular coordination*

Discuss how human bodies rely on neuromuscular control in sports as well as in activities of daily living.

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Move Like a Machine

Move Like a Machine activity is to help students understand how the musculoskeletal system (bones, muscles, and joints) works to support movement and physical activity.

Warm-up	Activity	Cool-down	Circle time
Jogging, arm circles and burpees	Move Like a Machine	Quadriceps and hamstring stretching	*Musculoskeletal system*

How to play?

- Set up the stations in the following order—
  - **Station 1:** Flexion and extension (bicep curls).
  - **Station 2:** Jumping and landing (squat jumps).
  - **Station 3:** Push-and-pull motions (push-ups or resistance band pulls).
  - **Station 4:** Balancing (one-leg balance).
- Arrange the stations in a circular course.
- Divide the class into teams of 4–6 students each.
- Start with a brief warm-up to activate the musculoskeletal system which may include –
  - Light jogging, arm circles, and stretches, focusing on major muscle groups.

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- The relay activity steps are as follows:
  - **Station 1: Flexion and Extension**
    - Students perform bicep curls with resistance bands, similar type of equipment or mimic the motion without equipment.
  - **Station 2: Jumping and Landing**
    - Students perform squat jumps.
  - **Station 3: Push-and-Pull Motions**
    - Students perform push-ups or use resistance bands to pull.

  - **Station 4: Balancing**
    - Students balance on one foot or on a soft surface.

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- Teams move from one station to the next in sequence, performing the tasks as quickly and as accurately as possible.
- The fastest team to complete all stations gain 3 points.
- One point is given for proper form and execution of tasks (1 point).
- One bonus point is given for smooth collaboration and mutual encouragement.
- The team with the maximum number of points will be the winner.

Variations

Add a team-based task, like lifting and carrying a lightweight object together.

Notes for the teacher

- Provide clear instructions on proper form to avoid strain or injury.
- Reinforce connections between the musculoskeletal system and everyday activities or sports.

Circle time – *Musculoskeletal system*

Use a musculoskeletal diagram to review the roles of key muscles and bones in each activity.

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Adapt and Achieve

The Adapt and Achieve activity is to demonstrate how the musculoskeletal system adapts to different types of physical activities, such as strength, endurance, and flexibility training.

Warm-up	Activity	Cool-down	Circle time
Jogging, arm rotation and burpees	Adapt and Achieve	Quadriceps stretching and hamstring stretching	*Musculoskeletal adaptations*

How to play?

- Set up the stations in the following order –
  - **Strength:** Focus on muscle and bone strengthening exercises.
  - **Endurance:** Highlight muscle stamina.
  - **Flexibility:** Demonstrate joint range of motion.
  - **Recovery:** Simulate how rest helps muscles adapt and grow.
- Divide the class into small teams.
- Each team rotates through the stations, spending 5 minutes at each station.
- **Station 1: Strength:** Students perform bodyweight exercises like push-ups, squats, or resistance band pulls.
- **Station 2: Endurance:** Students perform timed cardio activities like jumping jacks, running in one place, or rope skipping.

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- **Station 3: Flexibility:** Students perform stretches like forward bends, lunges, or shoulder reaches.
- **Station 4: Recovery:** Students lie down and perform deep breathing or light stretching.

VARIATIONS

Groups create their own musculoskeletal training circuit and explain how it promotes adaptation.

Notes for the teacher

- Ensure that there is no competition. Instead, students will focus on participation and effort.
- Provide recognition in the form of awards for effort at each station ("Best Strength Performance" or "Flexibility Star").
- Encourage students to improve their personal bests over time.
- Briefly explain how the musculoskeletal system adapts to different activities:
  - Bones and muscles become stronger with resistance.
  - Muscles adapt to sustain repeated activity.
  - Joints and muscles stretch to increase muscle flexibility.
  - Rest allows muscles to repair and grow.

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Circle time – *Musculoskeletal adaptations*

- Discuss and understand how the musculoskeletal system adapts to strength, endurance, and flexibility training.
- Discuss and relate the adaptations to daily life (carrying groceries for strength, walking long distances for endurance, etc.).

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Self-Assessment

Read the statements and tick the most suitable response for you.

Appreciation for Teammates

1	2	3	4	5
I can identify the strengths and weaknesses of my teammates.	I encourage my teammates to overcome their weaknesses.	I appreciate my teammates when they overcome their weaknesses.	I understand that all the members of my team are different with specific set of skills.	I believe that team members should be distinct as well as similar for better functioning of the team.

Overcome Bullying

1	2	3	4	5
I stand up against bullying but sometimes ignore it.	I stand against bullying but hesitate in some situations.	I stand against bullying confidently and assertively.	I stand against bullying confidently and assertively and actively seek help from trusted individuals if I see it happening.	I stand against bullying despite any challenges because I feel bad about the victim.

Overcome Harassment

1	2	3	4	5
I stand up against harassment but sometimes ignore it.	I stand against harassment but hesitate in some situations.	I stand against harassment confidently and assertively.	I stand against harassment confidently and assertively and actively seek help from trusted individuals if I see it happening.	I stand against harassment despite any challenges because I feel bad about the victim.

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Concepts of Physics in Physical Education

1	2	3	4	5
I can identify the concepts of physics which are involved in the activity.	I can understand the concepts of physics which are involved in the activity but struggle with application.	I can use force, pressure and many other concepts of physics.	I can use force, pressure and many other concepts of physics while playing to enhance my efficiency.	I respect the opinions of others, actively listen, and try to make contribution to group discussions on scientific topics.

Concept of Biology in Physical Education

1	2	3	4	5
I am able to demonstrate a deep understanding and accurate application of biological principles.	I am able to grasp biological concepts correctly with minor errors.	I show a basic understanding but struggle with application.	I have limited understanding and often apply concepts incorrectly.	I respect the opinions of others, actively listen, and try to contribute to group discussions on scientific topics.

Understanding Muscles

1	2	3	4	5
I am able to identify the major muscles involved in the activity with minor mistakes.	I am able to identify major muscles involved in the activity correctly.	I am able to identify major muscles involved in the activity and note down some of the muscles.	I am able to distinguish the muscles which are involved in the activity and identify their position in the body.	I am able to recognise muscle-related difficulties of my classmates and report it to the teacher.

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UNIT 2

Physical and Motor Fitness

This unit explores the link between physical activity and personal development, focusing on improving fitness, building mental toughness, fostering teamwork, and understanding the importance of safety guidelines. Students will build motivation, courage, and self-discipline as they take on physical challenges, monitor their growth, and stay dedicated to personal improvement. Additionally, they will learn about the classification of obesity and how to measure the body mass index.

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Crawl to the Front

Crawl to the Front is a dynamic relay race in which students take turns crawling on all fours, under their teammates legs to reach the front of the line, where they stand and inform the next teammate to do the same. The game continues until the entire team crosses the finish line.

Warm-up	Activity	Cool-down	Circle time
Overhead arm stretch, cross-legged toe touch	Crawl to the Front	Forward and upward lunges	*Time management*

How to play?

- Make a team of ten students each.
- Set up a starting and finishing line.
- Each team forms a line, with all students standing at one arm distance and feet wide enough for someone to crawl through.
- All team members stand at the starting line, feet apart and facing forward.
- On the whistle, the last student in the line crouches down and crawls through their teammate's legs to the front of the line.

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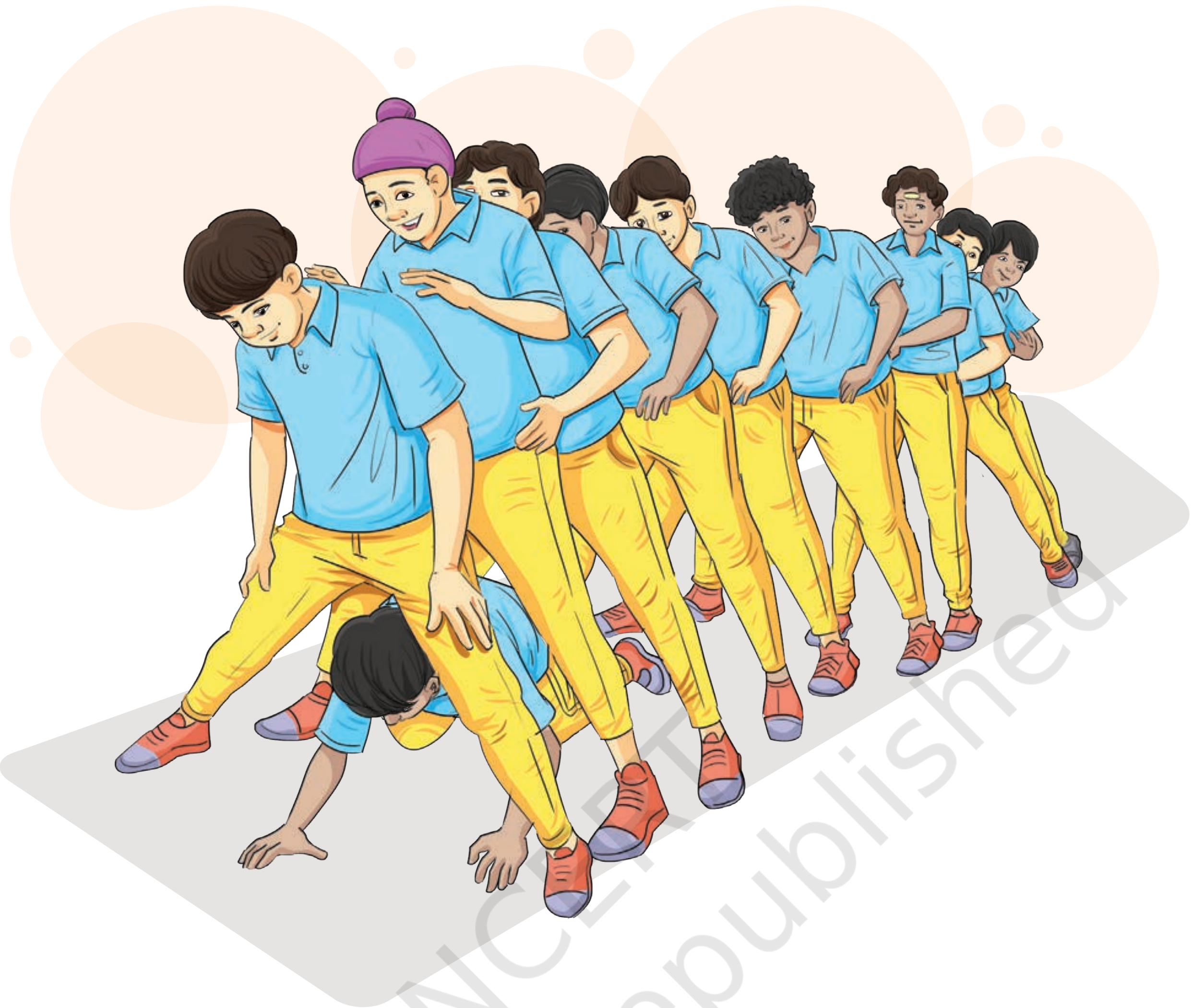

- Once the student reaches the front, they stand up and shout "Next!" for the next person to start crawling.
- The team continues the sequence until all the students have successfully crossed the finish line. The team that finishes first wins the race.

Circle time – *Time management*

Discuss different ways of crawling and standing to minimise the time taken for the task.

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Rock-Paper-Championship Run

Rock-Paper-Championship Run is a dynamic and engaging physical activity that combines the classic game of Rock-Paper-Scissors with running, teamwork, and competitiveness. It promotes physical activity, decision-making, and quick reactions.

Warm-up	Activity	Cool-down	Circle time
Shoulder rotation, quadriceps stretch	Rock-Paper-Championship Run	Calf and hamstring stretch	*Perception*

How to play?

- Place hula hoops or markers in a straight line or a zig-zag pattern across the floor.
- The number of hoops is determined by the available area and the number of students, but the route should have an equal number of hoops on both sides.
- Add a different coloured hula hoop or marker to the second-to-last hoop on each end.
- Divide the class into two teams. Each team should line up on opposing sides of the hoop route.
- The first member from each team enters the first hula hoop from their respective sides. These two students will compete in a game of 'rock, paper, scissors'.

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- The winner advances to the next hula hoop in the line, while the loser returns to the rear of their team's lineup.
- The next student in the losing team's line enters the first hoop and prepares to challenge the opposing team's advanced student.
- Every time a student wins, they move forward through the hula hoops.
- If they lose a round of rock-paper-scissors, they return to their team and the next teammate gets their turn.
- The goal for each team is to reach the second-to-last hula hoop on the opposing team's side.
- When a student gets to the hoop, they score a point for their team.
- When a point is scored, both teams return to their starting positions and a fresh round begins.

Circle time – *Perception*

Identify and discuss different factors within the game which will affect the outcome.

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Modified Triathlon Activity

Modified Triathlon Activity is a short skills competition that emphasises agility, balance, and coordination. Students will compete in three different stages—dribbling a football, balancing an object on their head, and crawling on the ground with the object. The goal is to finish all stages as quickly as possible while maintaining precision in each task.

Warm-up	Activity	Cool-down	Circle time
Forward and backward bending, crossed toe touch	Modified Triathlon Activity	Slow or static stretching	*Introspection*

How to play?

- Mark a starting and ending line.
- Set up a 10-metre-long zig-zag course using cones or markers.
- Students will dribble a football along the zig-zag course, weaving between cones.
- After dribbling, grab any object such as a cardboard, a used rough copy or a school bag and keep it on your head.
- Balance the object as you go back towards the starting line.
- If the object falls off, you must stop and put it on your head again before continuing.

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- Balance the object on your back and continue to crawl, travelling across the ground towards the finish line.
- Next, drop the object there, pick up the football and run back towards the starting line, passing it to a teammate.
- The game continues until all the students get their turn.
- The team that finishes first wins.

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Circle time – *Introspection*

- Identify the best performance out of three and share one activity that you need to improve.
- Discuss your happy feelings while giving your best effort in attempting to finish all stages as quickly as possible with complete precision for each task.

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Pass, Sit, and Score

Pass, Sit, and Score is a fun and engaging team game that combines passing, quick decision-making. The goal is for teams to work together to pass a ball down the field and score points, with a sitting element to add strategy and teamwork.

Warm-up	Activity	Cool-down	Circle time
Jogging forward, backward and sideways	Pass, Sit, and Score	Waist rotation and knee stretching	*Muscle involvement*

How to play?

- Divide the students into teams of six students each.
- Make two little goal areas at each end of the field (cones or mini goals can be used).
- Students make a straight line.
- One student (the passer) stands in front of the line, facing the group, holding a ball.
- A goal or a target is positioned behind the passer.
- The passer throws the ball to the first student in line.
- The first student catches the ball, returns it to the passer, and immediately sits down.

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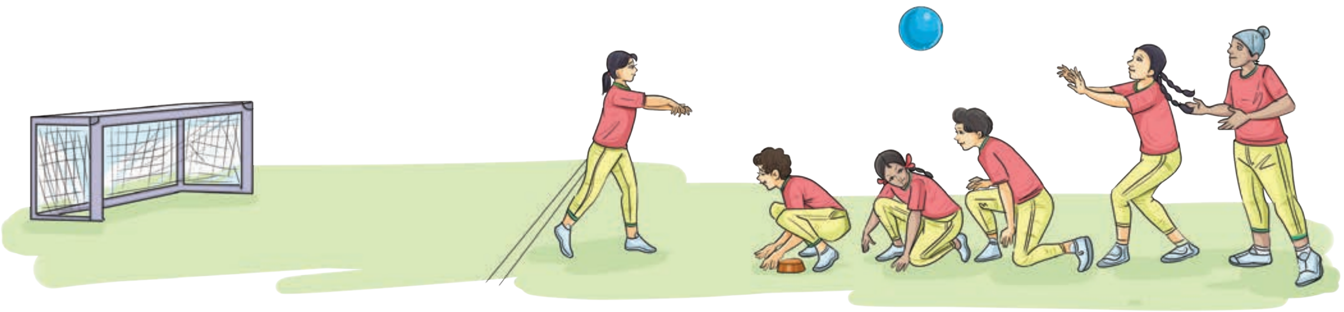

- The passer continues by passing the ball to the second student and so on.
- After returning the ball, the student sits in their spot.
- When the last student catches and returns the ball, the passer turns around to kick the ball towards the goalpost.
- The game continues until everyone gets the chance of being the 'passer'.
- The team to score the most goal wins.

Note for the teacher

The teacher will help students in identifying the muscles.

Circle time – *Muscle involvement*

Feel and identify the major muscles responsible for movements performed in the activity.

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Crab Crawl Ball Relay

Crab Crawl Ball Relay is an activity that develops the core muscles. It encourages participants to work together efficiently, leading to an enjoyable and interesting relay challenge.

Warm-up	Activity	Cool-down	Circle time
Shoulder rotation, trunk rotation and calf stretch	Crab Crawl Ball Relay	Forward and backward bending	*Effect of gravity*

How to play?

- Students are divided into teams of ten students each.
- Each team forms a line, with all students in the crab position (hands and feet on the ground, belly facing upwards).
- To begin the game, the student at the end of each line holds the ball.
- All students must remain in the crab position throughout the game, making a straight line behind one another.
- After the command to start is given, the last student in the line rolls the ball underneath them, towards the next teammate.
- Each student in the line must roll the ball underneath their body to the next person in line without leaving the crab position.

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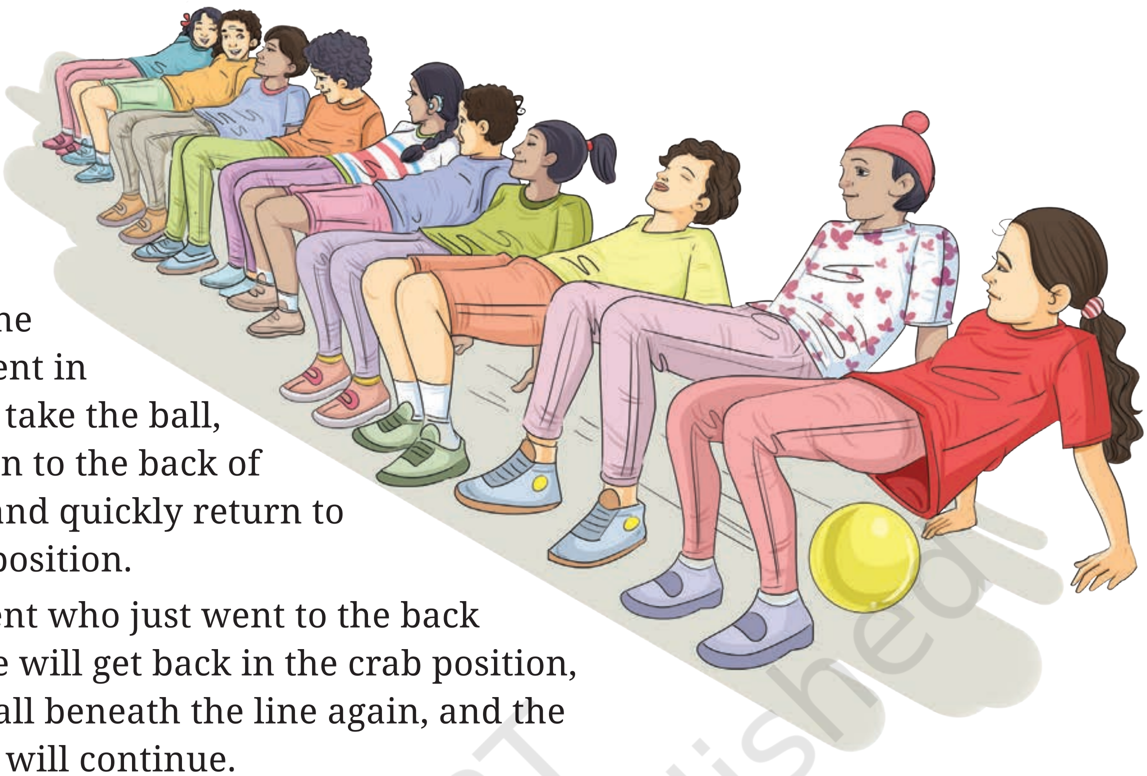

- When the ball reaches the first student in line, they take the ball, get up, run to the back of the line, and quickly return to the crab position.
- The student who just went to the back of the line will get back in the crab position, roll the ball beneath the line again, and the sequence will continue.
- The relay continues until the first student to start the game returns to their starting place at the beginning of the line.

Note for the teacher

The teacher will discuss the concept of core muscles (abdominal muscles like, rectus abdominalis, external oblique, internal oblique, quadratus lumboram, multifidus).

Circle time – *Effect of gravity*

- Discuss the role of gravity in maintaining the crab position.
- Identify the muscle involved in maintaining the crab position against gravity.

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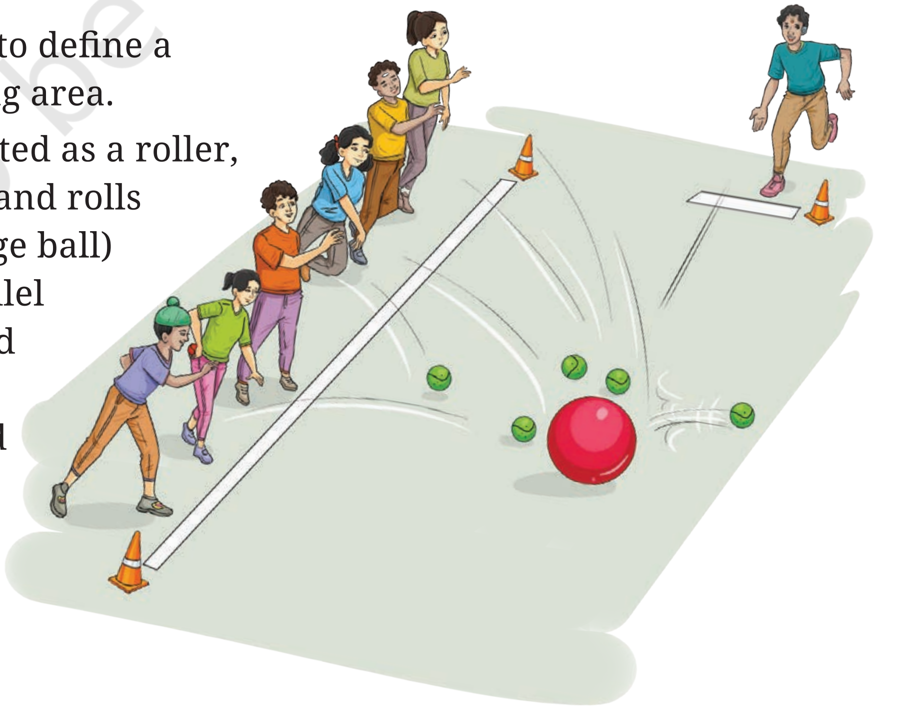
Hitting Running Target Game

This game focuses on coordination, object manipulation, and anticipation skills through a traditional target game, which is called the Hitting Running Target Game, and is adapted to modern gameplay. Students play it by throwing tennis balls at a moving target while ensuring safety measures are followed.

Warm-up	Activity	Cool-down	Circle time
Jumping jack and deep squat	Hitting Running Target Game	Shoulder muscle stretching and hamstring	*Inclusiveness and personal goals*

How to play?

- Use 6–10 markers to define a rectangular playing area.
- A student, designated as a roller, stands at one end and rolls a target ball (a large ball) between two parallel lines, and a desired number of students will stand perpendicular to the roller, 5–10 metres away.



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- The roller calls out "*gool-gool*" (or "going-going") to signal the roll.
- Students aim to hit the moving target using smaller tennis balls, throwing them when the ball passes in front of them between two parallel lines.
- A fielder at the other end retrieves the target ball and returns it to the roller after all thrown balls are collected.
- Students must wait for the "OK" signal before retrieving their thrown balls.

VARIATIONS

Modify the game as per the need of CWDs children

- Use a ball that makes noise for students with limited vision.
- Allow rolling or underhand throwing for students with limited grip strength.

Notes for the teacher

- Always provide a signal before students retrieve balls to ensure safety.
- Encourage modesty and good sportsmanship among students.

Circle time – *Inclusiveness and personal goals*

- Share how adaptations made the game inclusive for all students.
- Reflect on personal achievements and encourage setting goals for future sessions.

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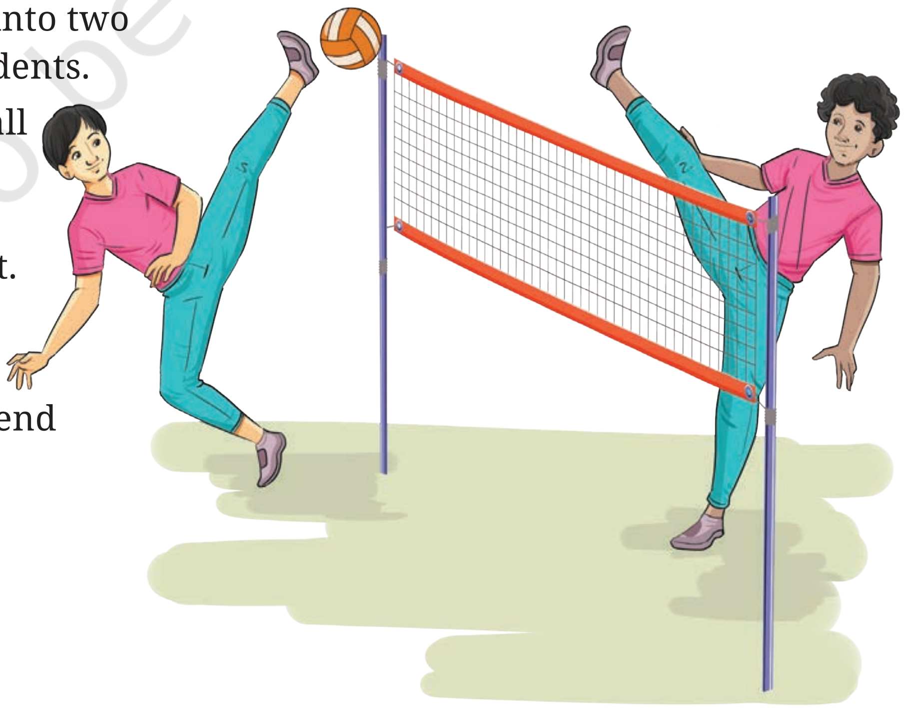
Kick Volleyball

Kick Volleyball is an engaging game that combines elements of traditional volleyball with the added challenge of using feet instead of hands. This activity helps develop coordination, teamwork, and agility.

Warm-up	Activity	Cool-down	Circle time
Lunges, jogging and butt kicks	Kick Volleyball	Quadriceps and calves stretch	*Techniques, strategies and challenges*

How to play?

- Divide students into two teams of 5–6 students.
- Set up a volleyball net or a similar divider at a height of 2–3 feet.
- Instead of using hands, students kick the ball to send it over the net.



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- Each team can allow up to three touches before sending the ball over the net.
- Play for 10–15 minutes, alternating teams every 5 minutes for fairness.

VARIATIONS

- Number of students may vary.
- Different net height may be used and focus must be on keeping the ball in the air.
- Time-based Scoring: Teams try to score as many points as possible in a fixed time.

Notes for the teacher

- Encourage teamwork and communication among students.
- Emphasise safety and ensure that students maintain control over their kicks.
- Provide guidance on proper kicking techniques to avoid injuries.

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Circle time – *Techniques, strategies and challenges*

- Discuss the different techniques and strategies adopted by different students and what worked well.
- Identify and discuss the challenges during the game and how did you overcame them.

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Ropeless Tug of War

Ropeless Tug of War is a fun and engaging team-based activity where participants compete to pull their team across a designated line without using a rope. The game encourages teamwork, strategy, and physical strength in a safe and playful environment.

Warm-up	Activity	Cool-down	Circle time
Arm circle, freehand exercises	Ropeless Tug of War	Wrist muscles stretch	*Cooperation*

How to play?

- Divide the students into two teams having similar height and weight and equal in number.
- Mark a centre line. The teams will stand in front of each other at a distance of approximately one foot from the centre line.
- Students of each team will hold the waist of a student who is standing in front.
- The first student of both the teams will hold each other's elbows.
- On the whistle, students will pull against each other using their body weight and strength. The aim is to pull the opposing student past the centre line.

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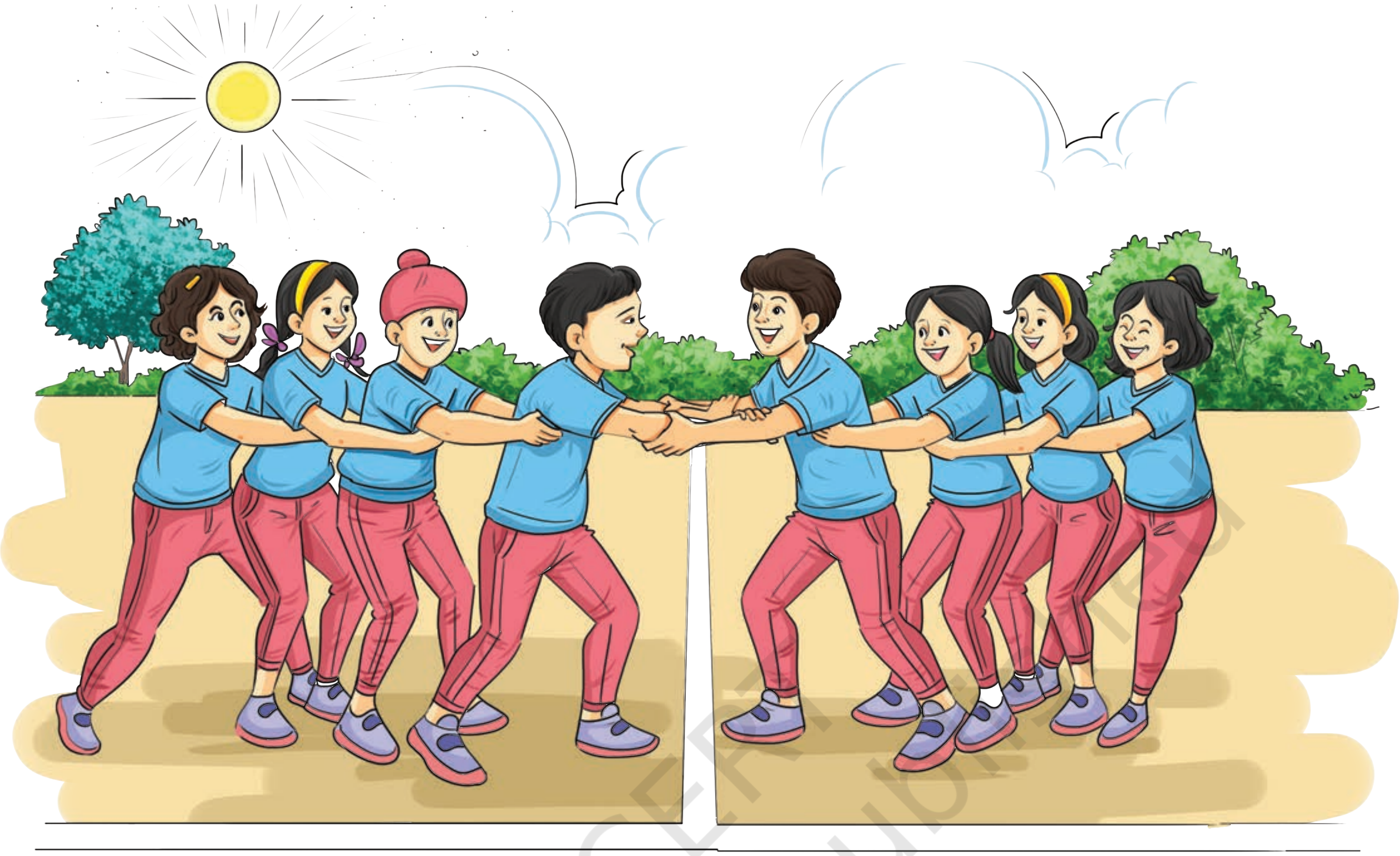

- Both teams must always stay connected as a chain. Breaking the chain will result in losing the game.
- The game continues until one team wins by pulling the other past their centre line.

Variations

- Circle tug of war: Play in a circular arena, and the team that pulls the other out of the circle wins.
- Timed challenge: See which team can hold their ground the longest.
- Mixed strength teams: Mix players of different strengths and sizes to encourage inclusivity.

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Notes for the teacher

- Emphasise safety by ensuring students are evenly matched in size and strength.
- Encourage students to use their legs and body weight rather than straining their arms.
- Monitor for fair play and ensure the game stays fun and inclusive
- Ensure there are no jerk movements while pulling the opposing team.

Circle time – *Cooperation*

Discuss and identify your efforts in the team's success. Also, identify players not giving their hundred per cent effort in the game. How does it affect the team's success?

Pop Up

- Do you feel any difference between when you push the wall and when you hold your water bottle for a minute in a horizontal position?
- Social loafing is when people put in less effort when working in a group than when working alone.
- Social facilitation describes how people perform better when others are present.

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Swāsthya Dauḍ

Swāsthya Dauḍ is an interactive game that helps students understand the effects of unhealthy food and lack of exercise on metabolism.

Warm-up	Activity	Cool-down	Circle time
Full body dynamic stretching, focusing on lower body	Swāsthya Dauḍ	Deep breathing, ground touch	*Body mass index and goal setup*

How to play?

- To begin, a large circle is made using cones and divided into two areas: the 'playing zone' and the 'exercise zone', with a cone placed in the exercise zone labeled 'exercise.'
- Two students are chosen as denners: Denner 1 represents unhealthy food, and Denner 2 represents the will to avoid exercise.
- All other students start in the playing zone and run around, symbolising high metabolism. Denner 1 tries to tag players inside this zone.
- However, when students move to exercise zone then Denner 2 will try to tag them. If Denner 2 tags a student for the first time, the student must return to the playing zone but can only jog, representing moderate metabolism.
- If the same student is tagged by Denner 1 again and then tagged by Denner 2 a second time, they must return to the playing zone

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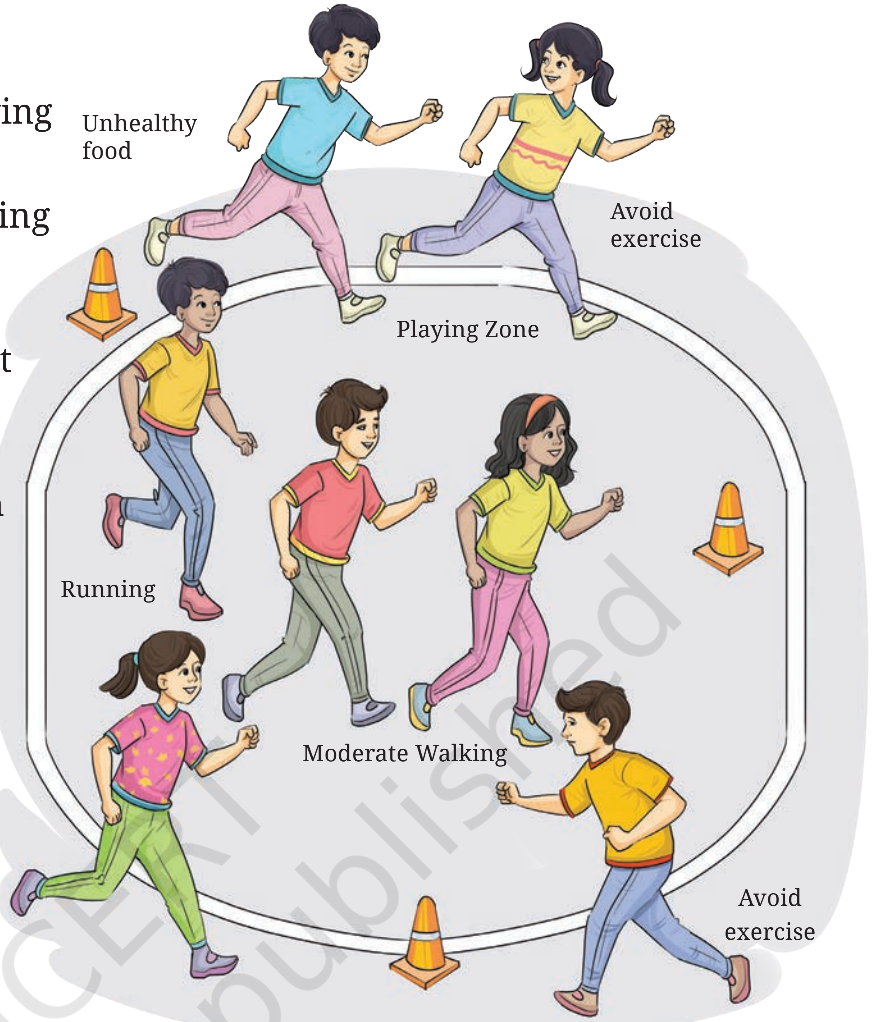
and only walk, showing low metabolism.

- On successfully touching the Exercise cone without being tagged by Denner 2, a student regains the ability to run, symbolising improved metabolism
- Both denners are changed every ten minutes so everyone gets a chance to play.
- This fun and educational activity shows how lifestyle choices can impact energy levels and health.



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Circle time – *Body Mass Index and goal setup*

Calculate your Body Mass Index using the formula: BMI = weight (kg)/[height (m)]^2 and compare it with the table given below and plan your next one month accordingly for leading a healthy lifestyle

Classification	BMI range - kg/m^2	Classification	BMI range - kg/m^2
Underweight	< 18.5	Obese Class I	30 - 34.9
Normal	18.5 - 24.9	Obese Class II	35 - 39.9
Overweight	25 - 29.9	Obese Class III	> 40

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Assessment

Instructions:

1. Perform each fitness test and record your baseline result.
2. Set a goal for improvement.
3. Retest and compare your progress!
4. Teachers should ensure they set up the testing environment.
5. The procedure for conducting each test is mentioned in the Annexure.

Agility

Test: T - Test

- Baseline time: .... seconds
- Goal (Improve by 1–2 sec): .... seconds

Cardiovascular Endurance

Test: 600-m Run/Walk

- Baseline time: .... minutes
- Goal (Improve by 10–20 sec): .... minutes

or

Test: 3-Minute Step Test

- Baseline HR: .... bpm
- Goal (lower HR over time): .... bpm

Strength & Muscular Endurance

Push-ups (Max in 1 min)

- Baseline: .... reps
- Goal (increase by 3–5 reps): .... reps

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Squats (Max in 1 min)

- Baseline: .... reps
- Goal (increase by 5–10 reps): .... reps

Plank Hold (time)

- Baseline: .... seconds
- Goal (hold 10–15 sec longer): .... seconds

Flexibility

Sit-and-Reach Test (measure reach in inches past toes)

- Baseline: .... inches
- Goal (improve by 1–2 inches): .... inches

Speed

50-Meter Sprint

- Baseline time: .... seconds
- Goal (improve by 0.2 – 0.5 sec): .... seconds

Balance

Stork Balance

- Baseline time: .... seconds
- Goal: ....

Reflection & Progress

- Which area improved the most? ....
- What was the biggest challenge? ....
- How can I improve further? ....

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UNIT 3

Fundamental Skills of Sports

Athletics

Athletics is one of the oldest and most basic forms of sport. It is also known as Track and Field and the events of athletics are classified as Track Events, Field Events, and Combined Events. The fundamental skills of athletics are divided into different categories, including running, jumping, and throwing events. Athletics is a multi-physical skill training discipline that emphasises improving physical traits like strength, speed, endurance, agility, flexibility, and coordination. It comprises a wide range of events, including long-distance running, jumping, throwing, and sprinting.

Athletics have a positive impact on human development throughout the physical training phase of education. The appropriate operation and physical development of the human body is assured by carefully chosen activities and their application in all age groups and physical education fields. Running, jumping, throwing, and walking all contribute to the growth and development of the physiological system as well as fundamental physical and technical skills.

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Furthermore, athletics is a way to develop character and willpower during training and competition. Physical education teachers may assist in development characteristics like willpower, determination, resoluteness, self-discipline, team spirit, and awareness to succeed by observing how athletes behave throughout practice and competition.

Running

Running is a method of terrestrial locomotion by which humans and other animals move quickly on foot. Running is an aerial gait in which the feet are above the ground. Running is one of the most essential athletic skills, requiring proper technique, speed, endurance, and coordination.

Techniques to Start the Race

There are two types of starts:

1. Crouch start or Sitting start: This is used for all running events up to 400-metre. It allows the runner to react to the sound and start the race as fast as possible by properly positioning their centre of gravity in the 'set' position. In a short-distance race, the outcome is decided by a quick start and an increased acceleration capacity. Modern starting techniques use three different types of starting positions, which are outlined below:
   (a) Bunch or Bullet start
   (b) Medium start
   (c) Elongated start
2. Standing start: This type of start is commonly used in middle-distance and long-distance races. The athlete begins in an upright position, with one foot slightly ahead of the other, and starts running smoothly when the race begins. This start allows for better pacing and control over longer distances. In this Grade you will only learn about Crouch or Sitting Start.

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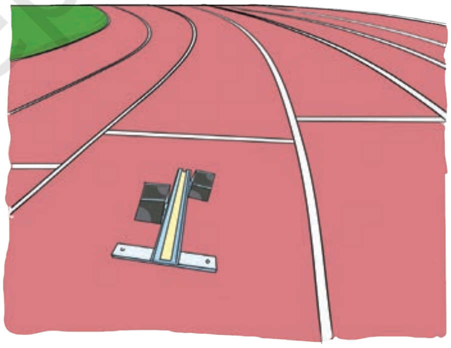
Crouch or Sitting Start

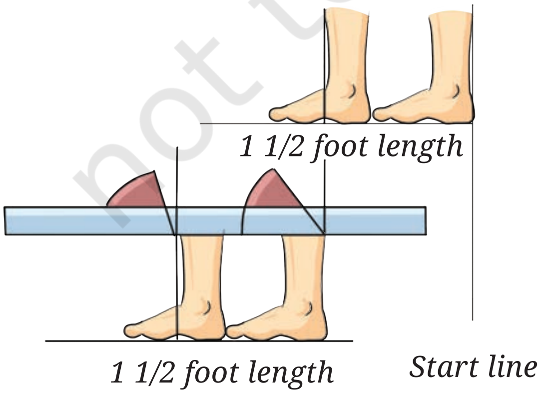
Warm-up	Skill	Cool-down	Circle time
Jogging, slow running, dynamic stretching	Crouch or Sitting Start	Fast to slow jogging, slow stretch and hold method	*Awareness of the reaction time, acceleration and balance*

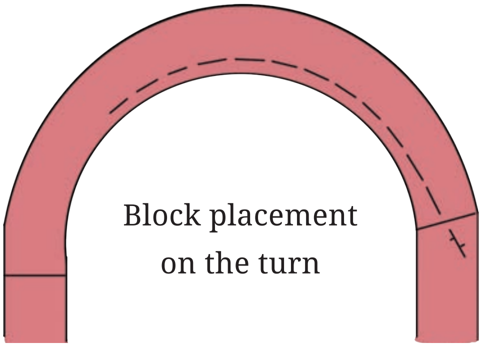
Crouch or Sitting Start

The crouch start is an essential technique for sprinting events, allowing athletes to generate maximum acceleration.

Block Placement and Adjustment







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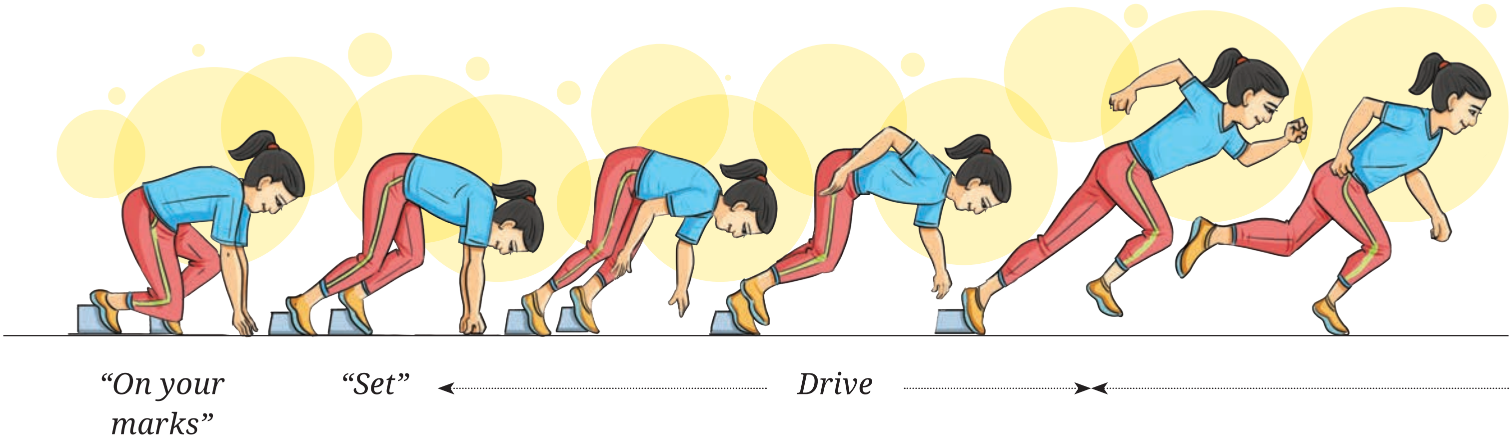

1. On Your Marks Position

- On the command "On your marks", the runners assume the position for the crouch start.
- They take a position directly in front of the starting blocks.
- The foot of the stronger leg is placed on the front block and the foot of the other leg on the rear block.
- Care should be taken that only the tip of the foot touches the ground and that the rear foot is pressed firmly against the block.
- The knee of the rear leg is now placed on the ground. Both hands (shoulder width apart) contact the ground with the thumbs.
- The thumb and the index finger are spread so that they form a high bridge.
- Head carriage is relaxed, and the eyes are focused on a point on the ground.

Teachers should

- Ensure that the blocks are appropriately set up for the runner.
- Observe the runner's posture including the head position.
- Check that the hand position is comfortable and correctly placed.

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2. **Set Position**

- At “set”, the runners raise their hips by lifting the knee of the rear leg off the ground.
- The body weight is distributed almost evenly over the four supporting areas.
- The head remains in a natural, relaxed position.
- The ‘set’ position conveys to the runner’s body the preliminary tension necessary for a powerful start from the blocks.
- In order to achieve a high initial speed, the angles of both legs are of particular importance. An angle of about 90° at the front knee and of about 110° to 130° at the rear knee is appropriate.

Teachers should

- Observe from the front and side.
- Observe the position of the trunk and the limbs.
- Ensure that runners are stable.
- Confirm that the runner’s focus is on sprinting from the blocks.

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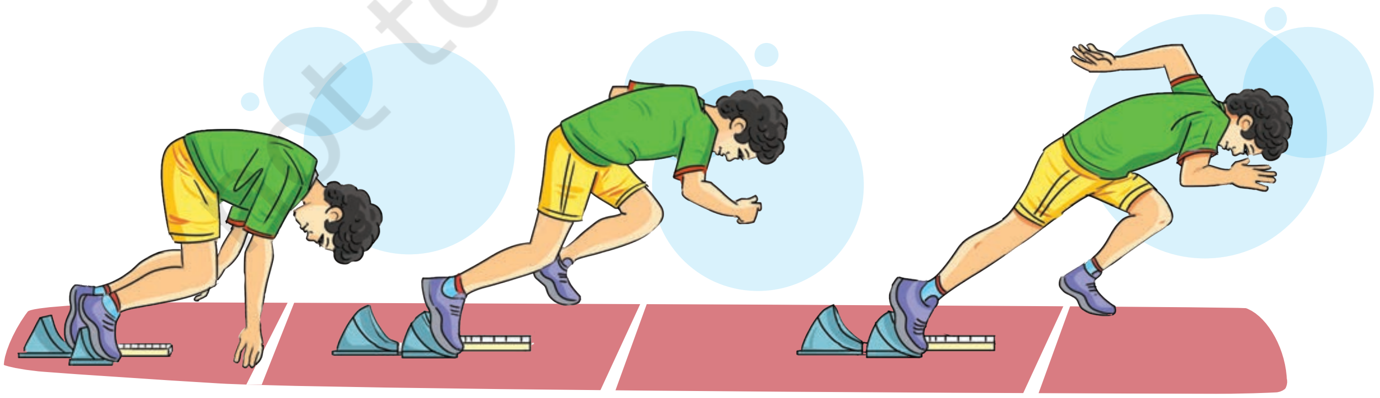
3. Drive Phase

- At “go”, the sprinter starts without any delay.
- A quick response to the gun is of major importance for a fast start.
- The power exerted on the blocks when starting will transmit the highest possible initial velocity to the runner’s body.
- This is brought about by an explosive pushing of both legs against the blocks.
- The main technical skills in the leg action are:
  - After coming off the rear starting block, the push-off leg starts to drive forward, that is, the thigh is rapidly drawn forward and upward.
  - The leading leg should remain in an approximately horizontal position.
- Proper arm action:
  - The arms have an important function in helping to produce the starting acceleration.
  - Pay special attention to the action of the arms.
  - The movement of the swinging leg requires that the respective arm swings forward and upward.
  - The arm tends to bend increasingly at the elbow until it reaches an angle of about 90° in the final phase of the movement.



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Teachers should

- Observe the speed of reaction to the gun and the sequence of movement.
- Observe the speed and extension of the knee and hip joints.
- Ensure that the athlete optimises the drive from the blocks.
- Observe that the arms move quickly so that there is a coordinated leg balance.

  – In this process, at the first swing towards the forehead, the elbow has a slight outward spread.
  – The opposite arm performs a corresponding counter-movement backwards.

4. Acceleration Phase

- At the beginning of the acceleration phase, the runner has a marked forward body lean.
- With an increasing rate and length of stride, the angle of inclination gradually decreases, so that after 20m the runner reaches the normal sprinting position.
- The forward body lean should be at its maximum when the front foot comes off the starting block and during the initial strides.
- A good body lean is a function of the power exerted by the push-off force during the first few strides.
- The greater this force, the smaller the angle between the runner's body and the ground.
- Runners with a poor push-off force will come to an upright position sooner.
- In some cases, runners with a good push-off force prematurely assume an upright position because they raise their heads immediately after the start in order to look up to the finish.

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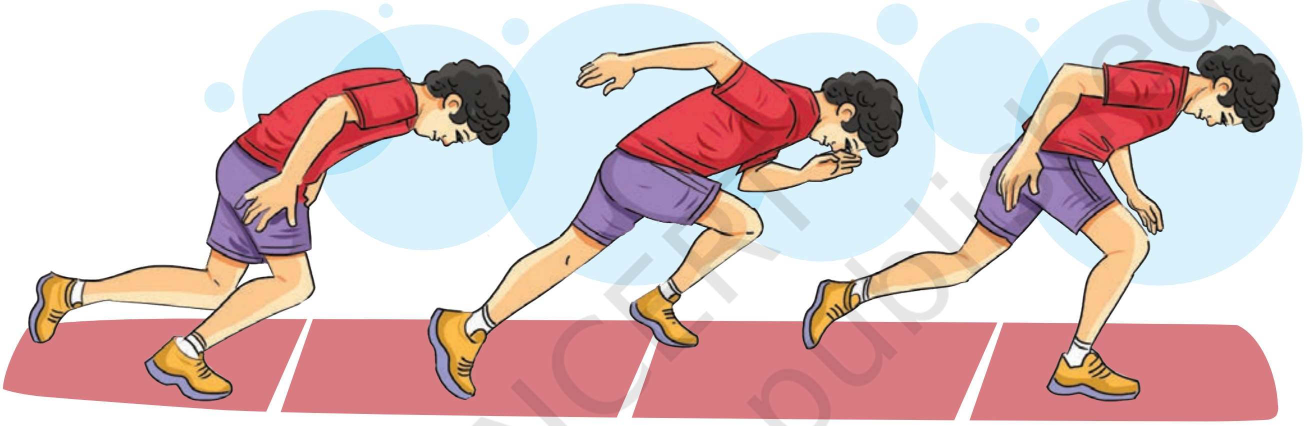
- Upon the command "on your marks". The body weight is either distributed over both legs or is already over the front leg.
- Upon the command "set", the flexion of the front knee is in most cases increased and in all runners, the body weight is now over the front leg.
- The upper body is bent forward.
- If the time lag between the commands "set" and "go" is long, it will result in the danger of a false start due to a further forward shift of the body's centre of gravity.



Teachers should

- Observe the action of the limbs and position of the trunk and head.
- Observe the increase in stride length and frequency.
- Ensure that the runner's transition into the sprinting action is smooth.

5. Finish Phase

- The runner maintains top speed through the finish line.
- The runner leans forward slightly to break the finish line faster.

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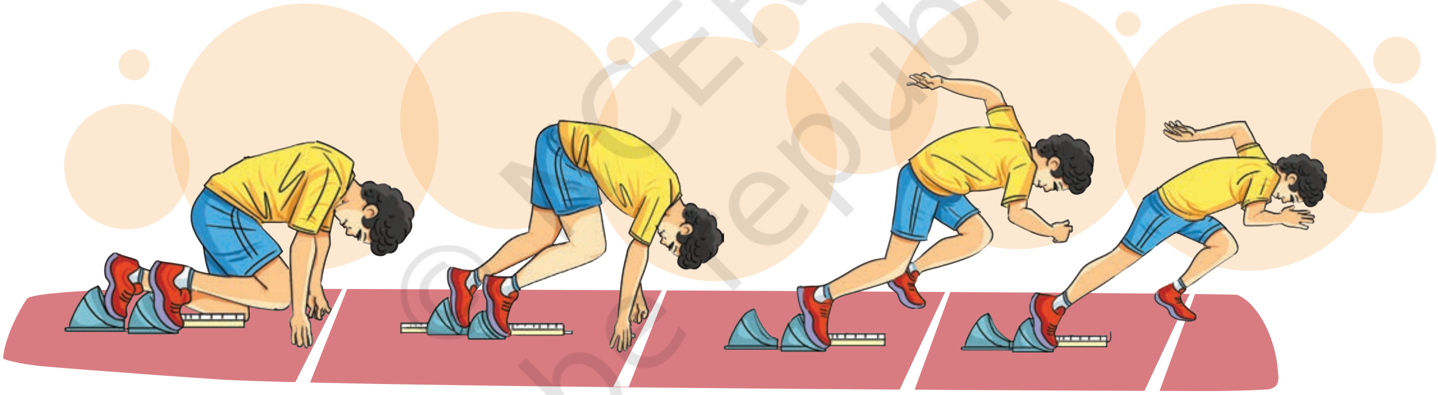
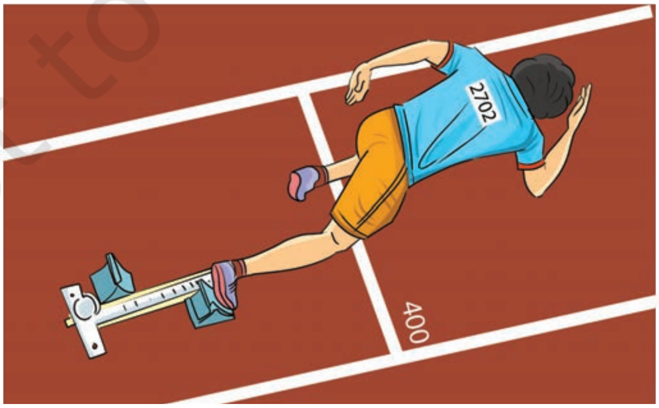
- The runner uses proper arm drive and stride control to sustain momentum.
- The runner avoids decelerating too soon to ensure the best possible time.
- The following techniques can be used to attain optimal finishing position
  - Run Through: This technique involves maintaining full speed beyond the finish line to ensure the best possible race time.
  - Lunge: In a close race, an athlete may extend one leg forward and lean their upper body towards the finish line to break the tape first.
  - Shoulder Shrug: Moving one shoulder forward at the finish line can help an athlete gain an advantage in a very close race by crossing the line first.



Lateral view



Top view

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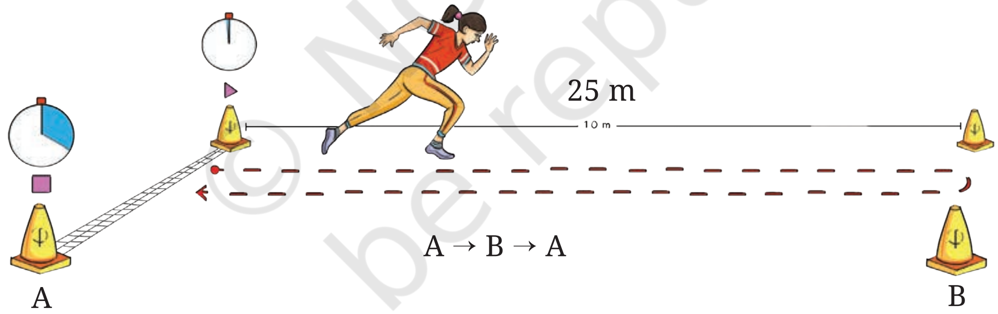
Lead-up Activity

Crouch shuttle run

- Mark two lines 25 metres away from each other.
- Name the lines A and B.
- On the command "On your Mark", take the crouch position behind the starting line A to start the shuttle run.
- On the command "Set", take the four-touch position as explained in "Start".
- On the command "Go" or the whistle sound, start running to the other line B, touch the line and come back to the starting line A.
- Touch the starting line A and start running to the other line B again, and repeat it.
- First one to cover the distance 4 times from A to B, B to A, A to B and B to A will be the winner.



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Circle time – *Awareness of the reaction time, acceleration and balance*

- Discuss how awareness of the distance between the starting line and your step length can be beneficial for your start.
- Discuss how the distance between the starting line and your foot can affect your balance.

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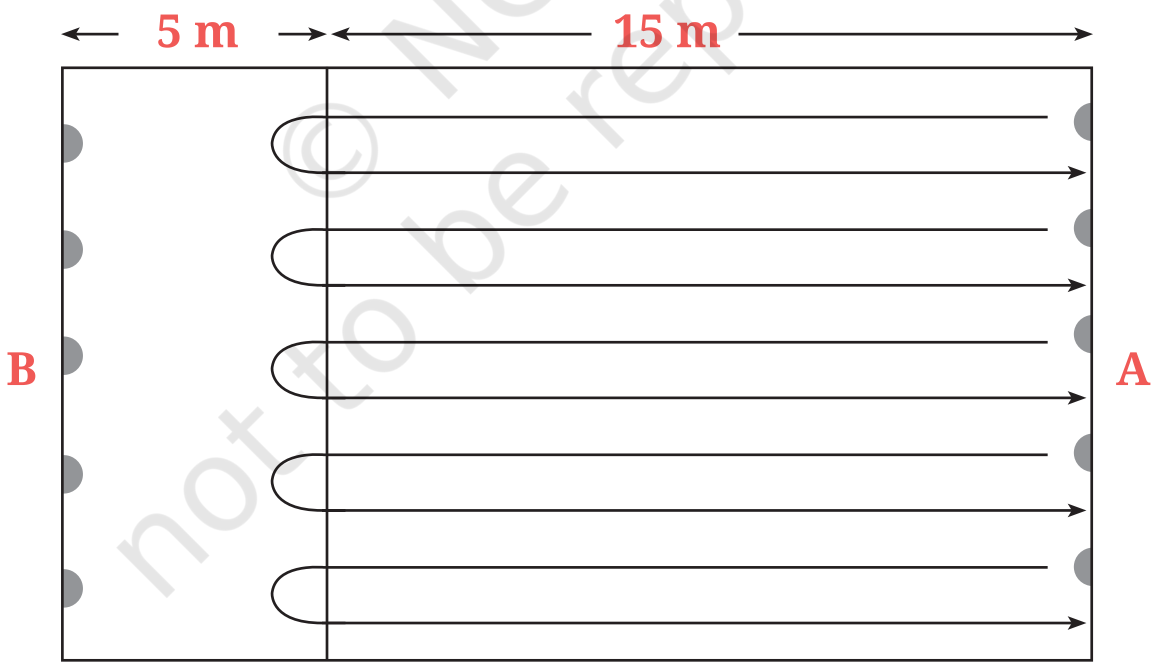
Chase and Tag

Warm-up	Activity	Cool-down	Circle time
Jogging, slow running, dynamic stretching	Chase and Tag	Fast to slow jogging, slow stretch and hold	*Proper technique*

Chase and Tag

- Make two groups, 'A' and 'B'.
- All members of Group A will slowly run/walk towards a line 15 m ahead.



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- The runners will touch the line 15 m ahead and accelerate back to the starting line.
- Members of Group B should be 5 metres away from the 15 m line.
- Once a member of Group A touches the line and runs back towards the starting line, members of Group B will attempt to tag the members of Group A.

Circle time – *Proper technique*

Discuss how using the proper technique was important for saving time

Did You Know

Cadence: Number of steps taken per minute or the rate at which a person walks or runs.

Calculate your cadence.

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Reaction Game

Warm-up	Activity	Cool-down	Circle time
Slow jogging, slow shuttle run, dynamic stretching	Reaction Game	Fast to slow jogging, static stretching	*Strategy and winning*

Reaction Game

- Mark the ground with a Start and a Finish line 20-25 metres from each other.
- Sit on the ground with legs straight behind the Start line with your back towards the Finish line.
- On the command 'go' or the sound of the whistle stand up and turn from either side and run towards the Finish line.

Circle time – *Strategy and winning*

Discuss how strategising the position of players affected the outcome.

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Jumping

Jumping is an essential skill in athletics, defined as the act of propelling oneself into the air using one or both legs. It requires power, coordination, and technique. From a technical perspective, jumping events vary in complexity, ranging from the simple Long Jump to the High Jump and Triple Jump, with the Pole Vault appearing more intricate. The primary objective in these events is to achieve the greatest possible height or distance. In the Triple Jump, athletes aim to maximise the total distance of three successive jumps, while in the Pole Vault, they utilise a pole to assist in clearing greater heights. The key components of jumping are:

1. Approach run
   - A controlled run to generate momentum.
   - Athletes must maintain speed and balance before take-off.
2. Take-off
   - The athlete pushes off from the ground using one or both legs.
   - Proper body alignment is essential for maximising height and distance.
3. Flight phase
   - The body remains in motion after take-off.
   - Proper posture and leg movement are crucial to maintaining balance.
4. Landing
   - Athletes should land with bent knees to absorb impact.
   - Athletes should maintain a balanced position to avoid fouls.

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Long Jump

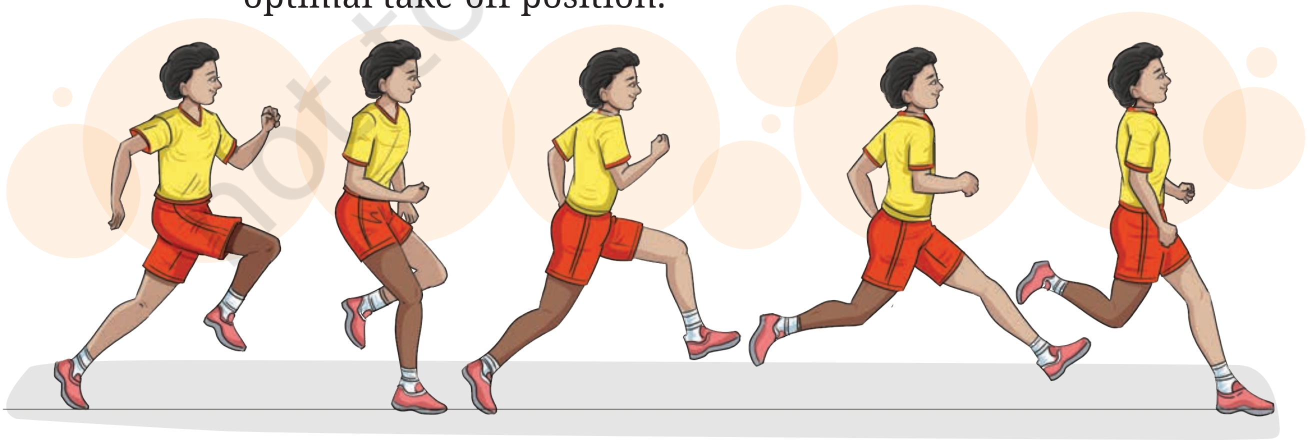
Warm-up	Skill	Cool-down	Circle time
Slow jogging, slow shuttle run, dynamic stretching	Long Jump	Fast to slow jogging, slow stretch and hold	*Strategy*

Long Jump

The long jump is divided into the following phases- approach, take-off, flight, and landing.

1. Approach Phase

- Approach length varies from 10 strides for beginners to over 20 strides for elite jumpers.
- The running technique is similar to sprinting, with speed gradually increasing until take-off.
- The jumper accelerates to its maximum controllable speed.
- Maintaining a consistent stride pattern is crucial for an optimal take-off position.



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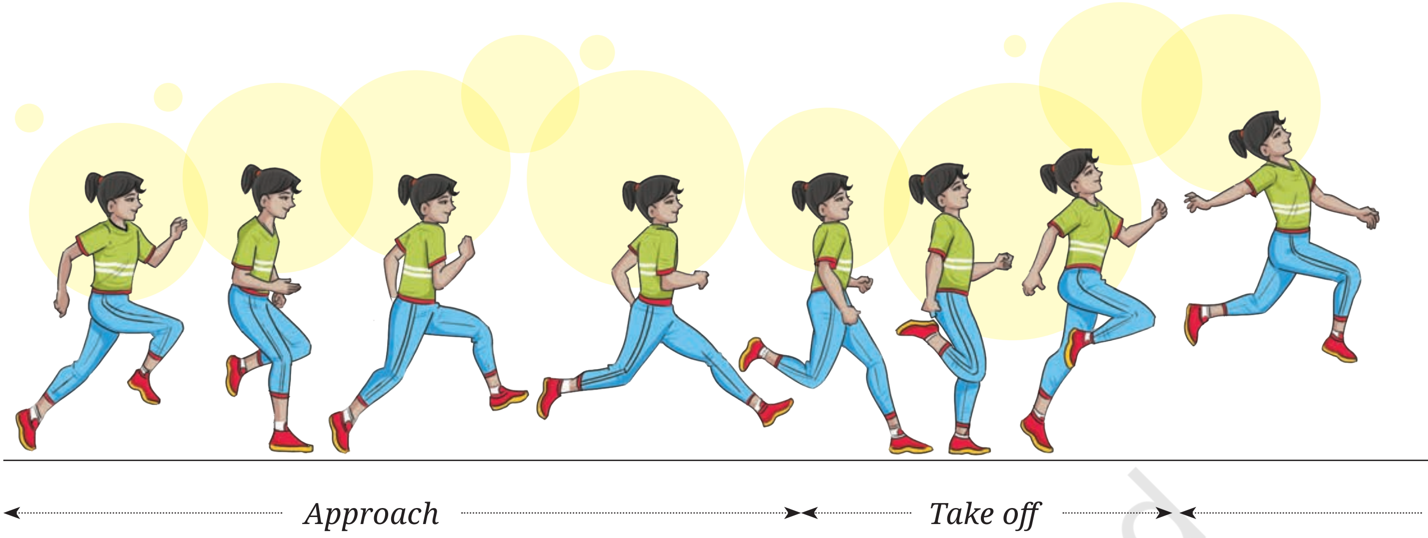
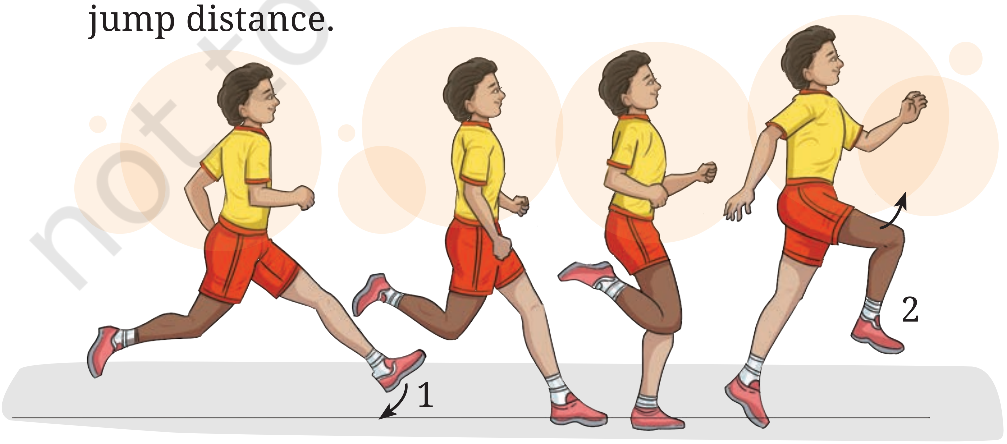


2. Take-off Phase

- The foot plant is quick and executed with a 'down and back' motion. (1)
- Take-off time is kept to a minimum, with the take-off leg bending as little as possible.
- The free leg's thigh is propelled to a horizontal position. (2)
- The ankle, knee, and hip joints are fully extended during take-off.
- The jumper generates upward momentum while reducing the loss of forward speed.
- A powerful push-off from the take-off board enhances jump distance.



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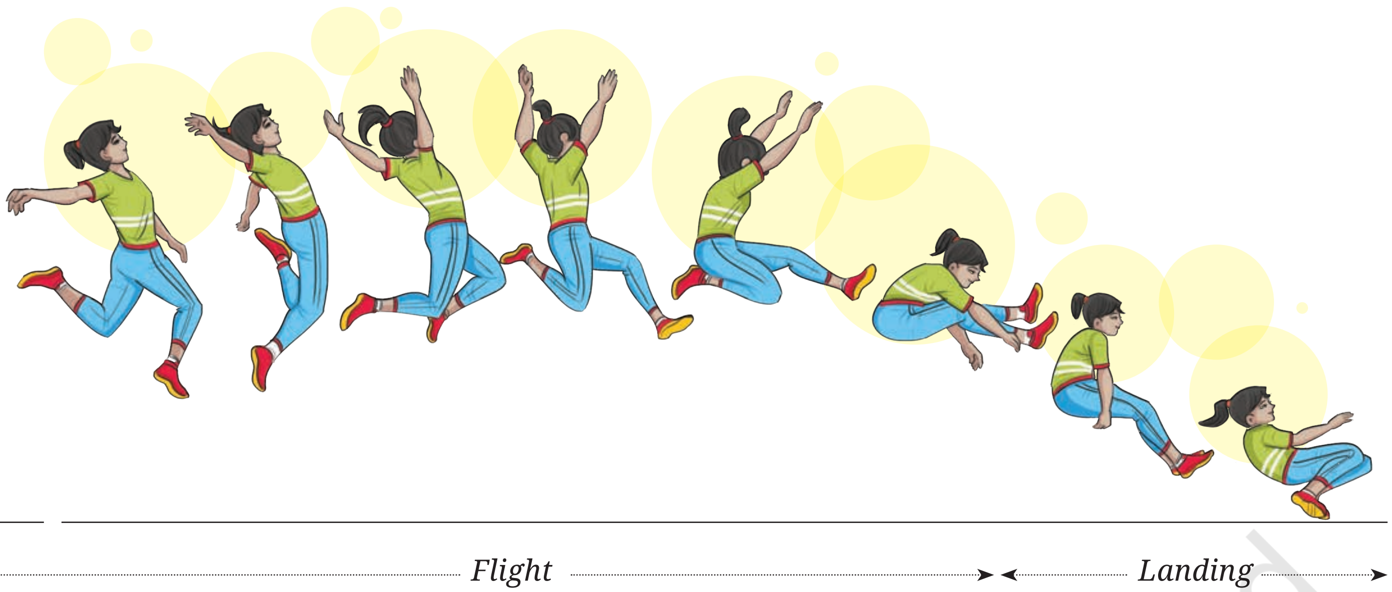

3. Flight Phase

- The jumper prepares for landing while maintaining balance and control in the air.
- Three different techniques can be used: Sail, Hang, and Hitch-Kick.
- In this, players will be learning only Sail and Hang.
- **Sail:** The simplest technique, where the jumper extends their legs forward.
  1. The free leg is maintained in the take-off position.
  2. The trunk stays upright and vertical.
  3. The take-off leg trails for most of the flight.
  4. Near the end of the flight, the take-off leg bends and moves forwards and upwards.
  5. Both legs extend forward for landing.
- **Hang:** The jumper stretches arms and legs backwards before bringing them forward.
  1. The free leg lowers through hip joint rotation.
  2. The hips are pushed forward.
  3. The take-off leg aligns parallel to the free leg.
  4. The arms are positioned upward and backward.

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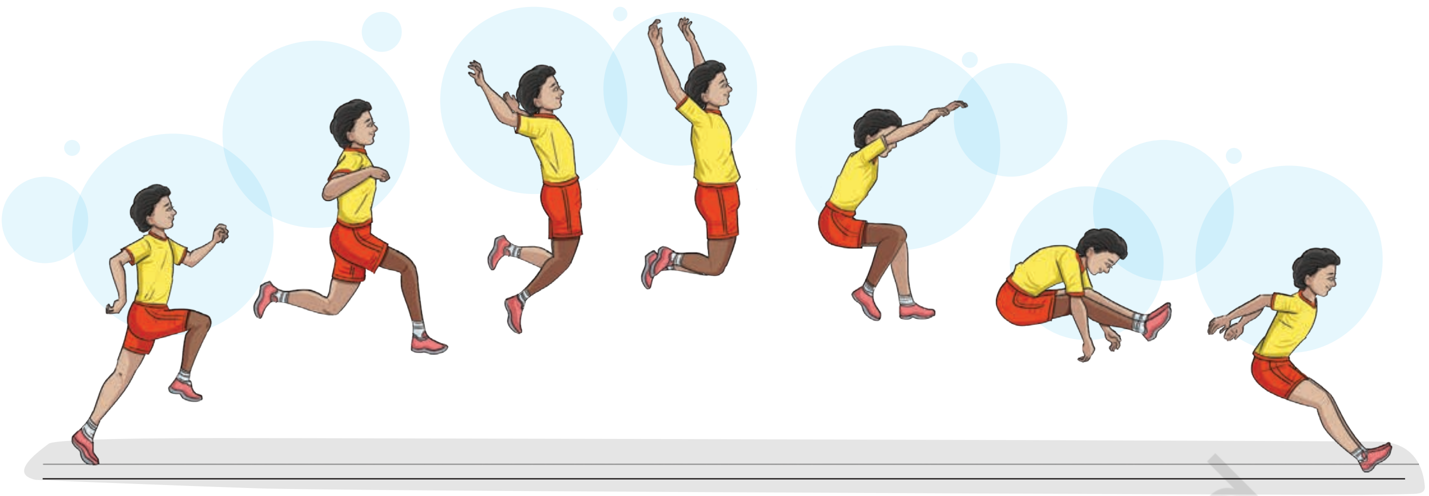

Ideal technique especially for jumpers in the 6-7 metres range

4. Landing Phase

- The legs are nearly fully extended.
- The trunk leans forward.
- The arms are pulled backward.
- The hips are pushed forward towards the touchdown point.
- The jumper strives to maximise the distance of the flight path.
- Landing with the feet first while avoiding backward movement prevents distance loss.
- Proper body positioning minimises impact and enables a smooth transition after landing.

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Circle time – *Strategy*

Discuss their strategies, teamwork, and challenges faced during the lead-up activity.

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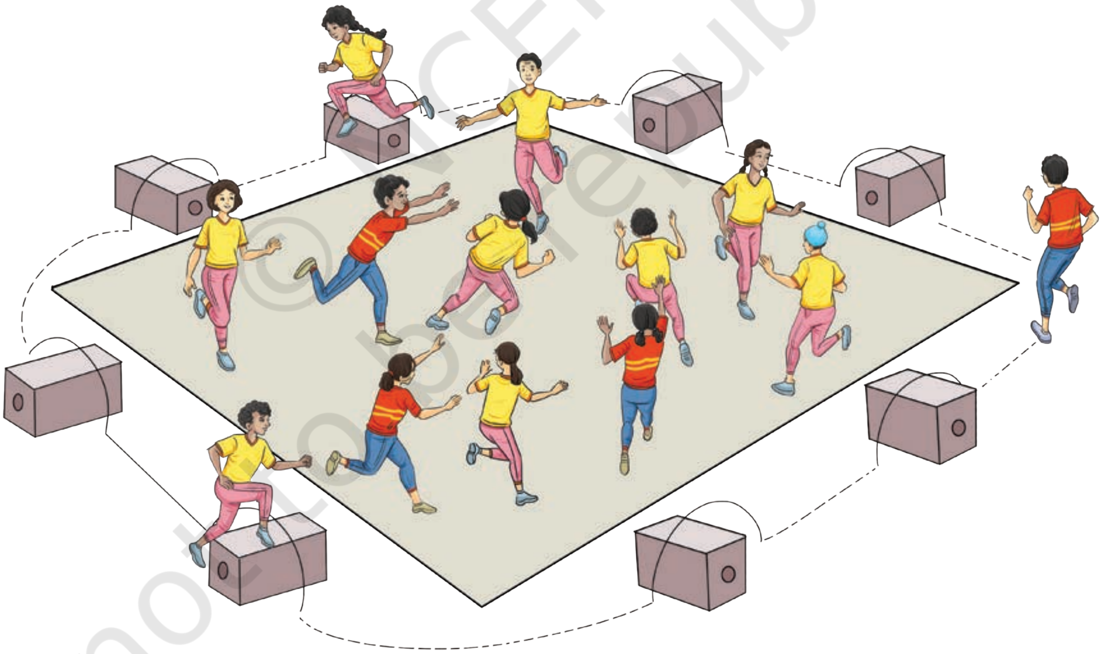
Lead-up Activity

- An obstacle course is set up around a square area, with a designated group of Hunters whose goal is to capture other athletes.
- Captured athletes must complete a lap of the obstacle course before re-entering the square.
- The aim of the Hunters is to remove all athletes from the square simultaneously to win.
- If at least one athlete remains in the square by the end of all rounds, the non-Hunters win.
- The game is played in limited rounds to prevent fatigue.
- A new team of Hunters is assigned at the start of each round to ensure fairness and rotation.



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Standing Broad Jump

Warm-up	Activity	Cool-down	Circle time
Slow jogging, slow spot jump, slow sit and up, dynamic stretching	Standing Broad Jump	Fast to slow jogging, jog with a bending position, static stretching	*Dependency on others*

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Standing Broad Jump

- Make multiple teams of 5 members each who will be standing behind the starting line.

- The first member will perform a standing broad jump from the starting line and the second member will start their standing broad jump from the end point of the first member, and so on.
- The combined distance covered by the standing broad jumps of all 5 members will be marked.
- The team to cover the maximum distance will be the winner.

Circle time – *Dependency on others*

Discuss other exercises to improve jumping ability and the conversion of kinetic energy into potential energy that you developed during the 'approach run' and its significance.

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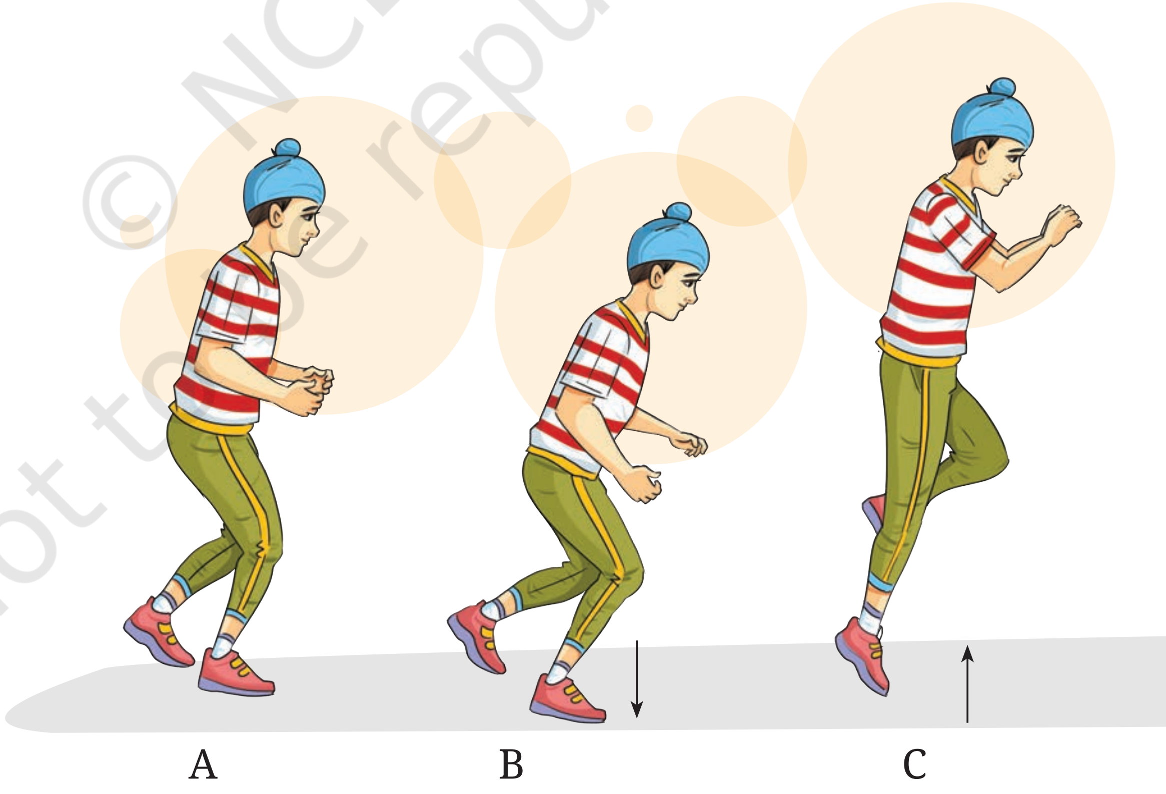
Hopping

Warm-up	Activity	Cool-down	Circle time
Slow jogging, slow spot jump, single and double leg jump, dynamic stretching	Hopping	Fast to slow jogging, jog with both hand sideways or upwards, static stretching	*Technique of hopping*

Hopping

- Mark 2 lines 15 metres apart from each other.



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- Stand behind the starting line and start hopping as shown in the figure. Once you reach the other line, turn around and repeat with the other leg. Try to finish the distance in the shortest time possible.
- Multiple players will do this activity together as a race; the first one to finish will be the winner.

Circle time – *Technique of hopping*

Discuss the significance of barefoot hopping versus hopping with shoes in relation to body weight and the effects of gravitational force. Also, discuss how injury can be prevented with the use of protective gear.

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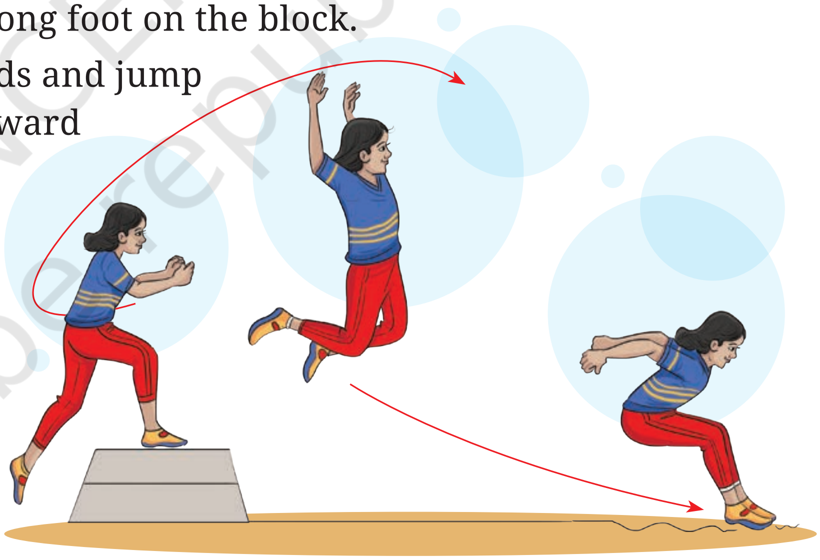
Making an Arch

Warm-up	Activity	Cool-down	Circle time
Slow jogging, slow spot jump, slow spot jump and try to make arch, dynamic stretching	Making an Arch	Fast to slow jogging, jog backward, jog with both hand sideways or upwards, static stretching	*Feeling of success*

Making an Arch

- Put a block a few steps away.
- Run and put your strong foot on the block.
- Push yourself upwards and jump while making a backward arch in the air, as shown in the figure.
- Land on the ground and repeat this 10 times.



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Circle time – *Feeling of success*

- Discuss the difference in the technique used by different players.
- Discuss how you felt when you were able to do the jump with proper technique.

Landing

Warm-up	Skill	Cool-down	Circle time
Slow jogging, slow spot jump, slowly spot jump and try to make arch, dynamic stretching	Landing	Fast to slow jogging, jog backward, jog with both hand sideways or upwards, static stretching	*Thinking in air*

Landing

- Take a few steps behind the take-off board and jump off.
- Land on the pit using the following technique
  - Step into the sand pit from the take-off board.
  - Make an effort to stretch your legs and land with your body slightly forward and your feet together.
  - When you land, try bending forward and extending your arms past your legs.

Scoop Landing

Side Fall Landing

Circle time – *Thinking in air*

Discuss what you were thinking to ensure that the landing is proper and discuss how injury can be prevented with the use of proper landing techniques.

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High Jump

Warm-up	Skill	Cool-down	Circle time
Slow jogging, slow shuttle run, dynamic Stretching	High Jump	Fast to slow jogging, static stretching	*Reflection*

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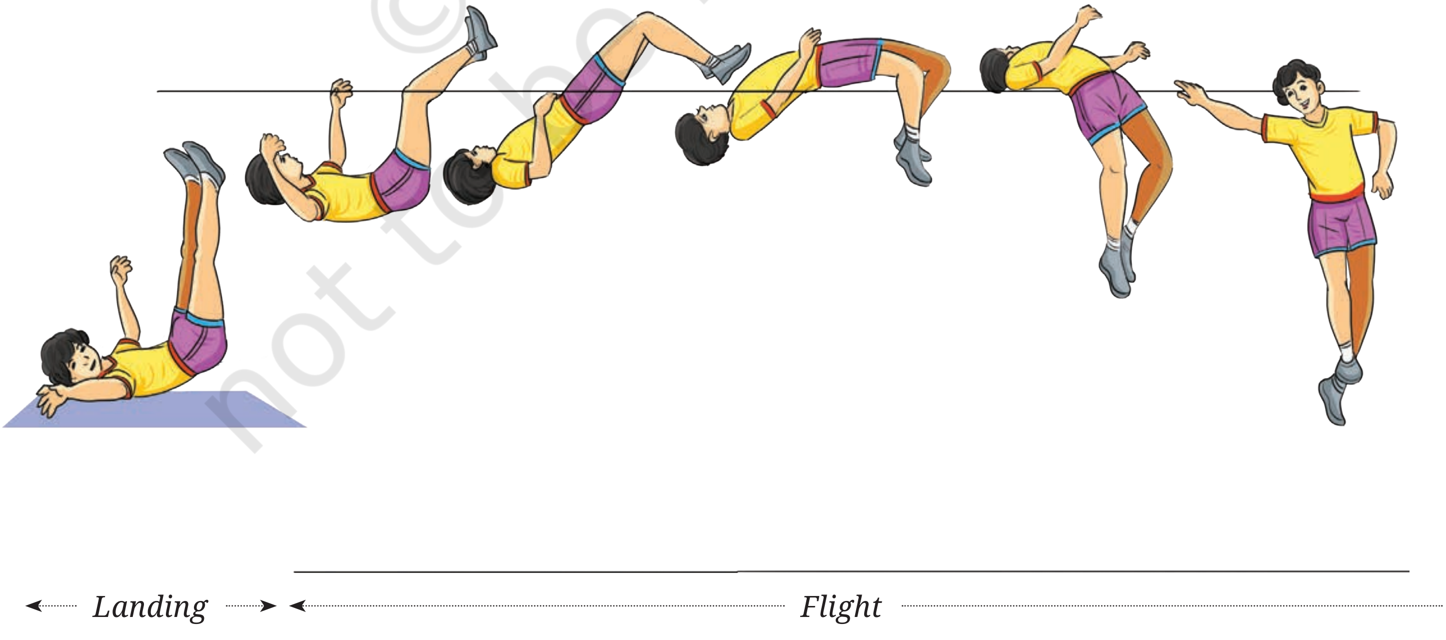
High Jump

The high jump is divided into the following phases: approach, take-off, flight, and landing.

1. Approach Phase

- Initially,
  - The approach run is J-shaped: straight at first (3-6 strides), then curved (4–5 strides).



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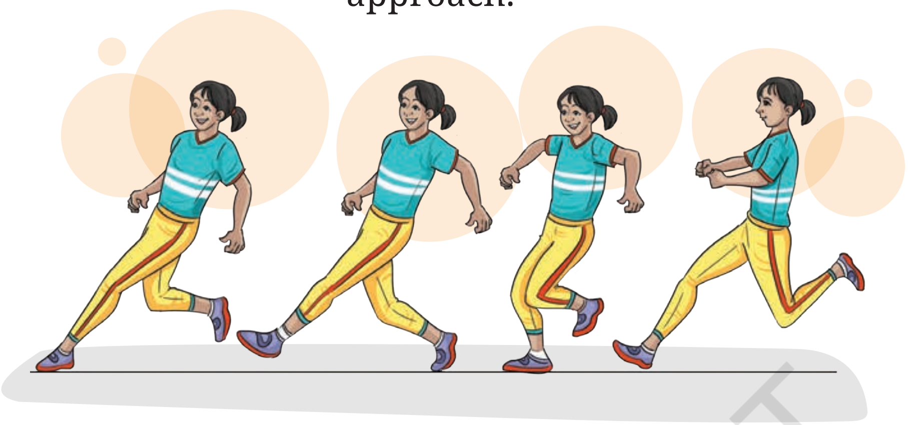
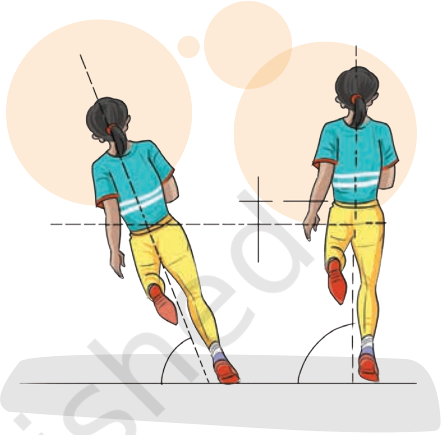
– Foot plant for the initial strides is on the ball of the foot.
– Body lean is moderately forward for the initial strides.
– Velocity is increased continuously throughout the approach.



Side view



Posterior view

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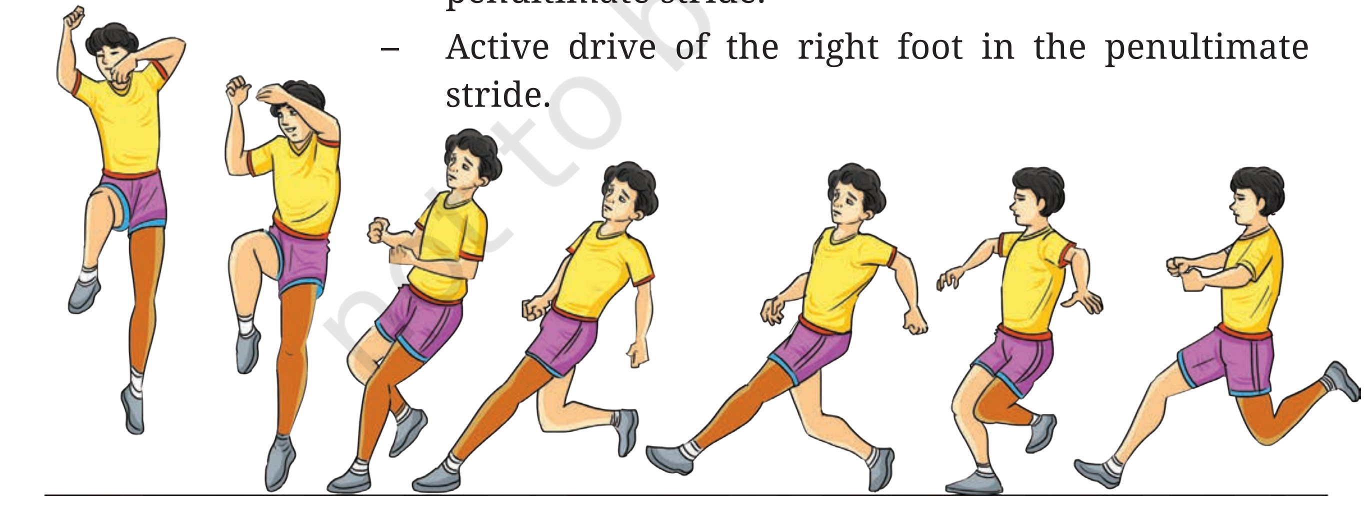
- Final:
  – Stride frequency is increased continuously.
  – Body leans inward, the angle is dependent on the approach speed.
  – Forward lean is reduced and the body is upright.
  – The centre of mass is lowered moderately in the penultimate stride.
  – Active drive of the right foot in the penultimate stride.



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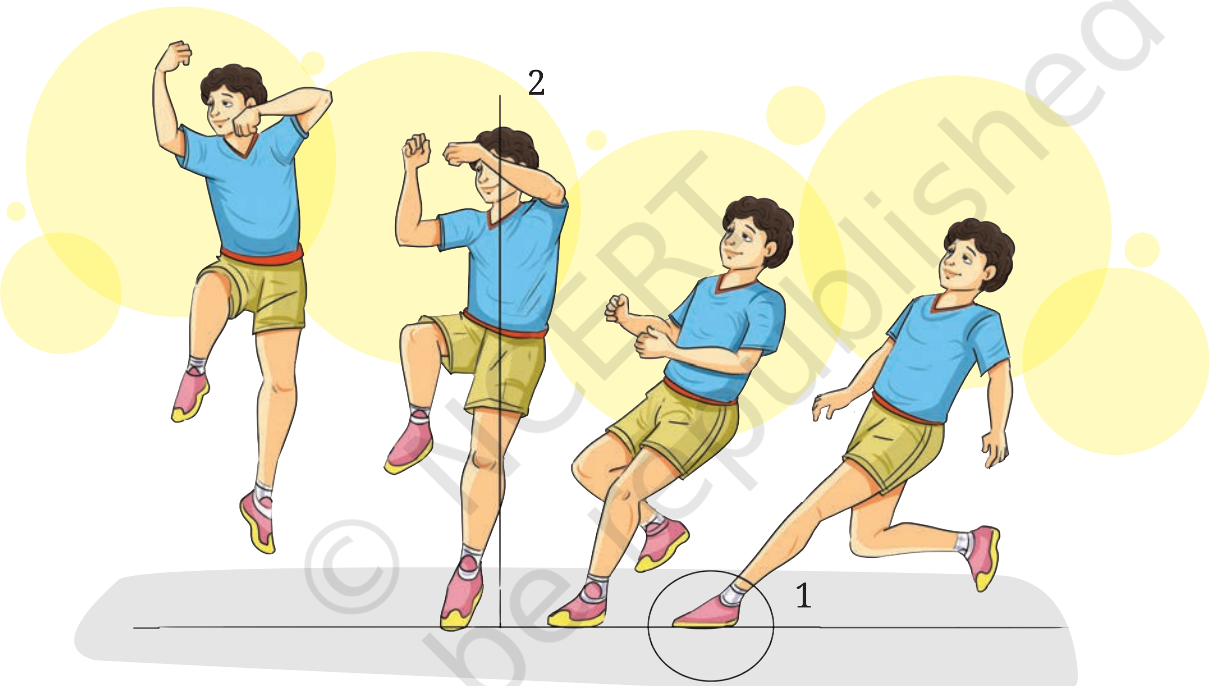
2. Take-off Phase

- Foot plant is active, quick and flat with a 'down and back' motion. (1)
- The take-off foot points towards the landing area.
- The time on ground and the bending of the take-off leg are both minimised.
- The knee of the free leg is driven up until the thigh is parallel with the ground.
- The body is vertical at the end of the take-off. (2)



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3. Flight Phase

- The jumper uses one of the two main techniques: Straddle or Fosbury Flop.
- We will discuss only Straddle in this class:
- **Straddle Technique**
  1. The jumper clears the bar facing downwards.
  2. The take-off leg extends first over the bar, followed by the trailing leg.

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3. The body remains parallel to the bar with the head and shoulders leading the clearance.

4. **Landing Phase**

- The jumper's head is drawn towards the chest.
- Landing is on the shoulders and back.
- Knees are apart for touch down.

Lead-up Activity

Each pair stands in front of a soft high-jump bar. One partner gently throws a small ball above the bar, and the other must jump, clear the bar, and catch the ball before it lands. Partners switch roles after each attempt. The pair with the most successful catches wins.

Circle time – *Reflection*

Discuss in pairs and share their highest cleared height, discuss what worked well in their approach, and identify areas for improvement. What factors will you consider while setting the next goal for clearing the height?

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Heading Suspended Ball

Warm-up	Activity	Cool-down	Circle time
Slow jogging, slow spot jump, single and double leg jump, dynamic Stretching	Heading Suspended Ball	Fast to slow jogging, jog with both hands sideways or upwards, static stretching	*Success*

Heading Suspended Ball

- Suspend different balls from ropes at different heights.
- Take a 3-step run-up and hit the ball with your head.
- After successfully hitting the ball with your head, move to the next highest ball.
- Repeat it 4 to 5 times.

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Circle time – *Success*

- Discuss and identify the qualities of other players which you would like to imbibe.
- What did you feel when you were unable to touch the ball with your head? How did you overcome this feeling?

Trikoṇa Kainchī Kūda

Warm-up	Activity	Cool-down	Circle time
Slow jogging, slow spot jump, single and double leg jump, dynamic stretching	*Trikoṇa Kainchī Kūda*	Fast to slow jogging, jog with both hand sideways or upwards, slow stretch hold	*Identify the mistakes*

Trikoṇa Kainchī Kūda

- Mark the playing area in the form of a triangle with points A, B & C placed 10m apart from each other.
- Place 3 boxes between points A and B at equal distance from each other, 5 cones of 6 inches between points B & C in the first 5 metres and an obstacle, hurdle or pole at point C in a way that it is not too high for the kids to jump over.
- The objective of the *Trikoṇa Kainchī Kūda* is to finish this obstacle course, as soon as possible.
- The player will run from Point A to point B while jumping on the box in between the points and then jumping off the box trying to go as high as possible.
- Once the player reaches point B, they will run from point B to point C in a way that they will jump over the cones and run towards the pole at point C.
- The players will then jump over the pole at point C using the scissor technique of high jump.

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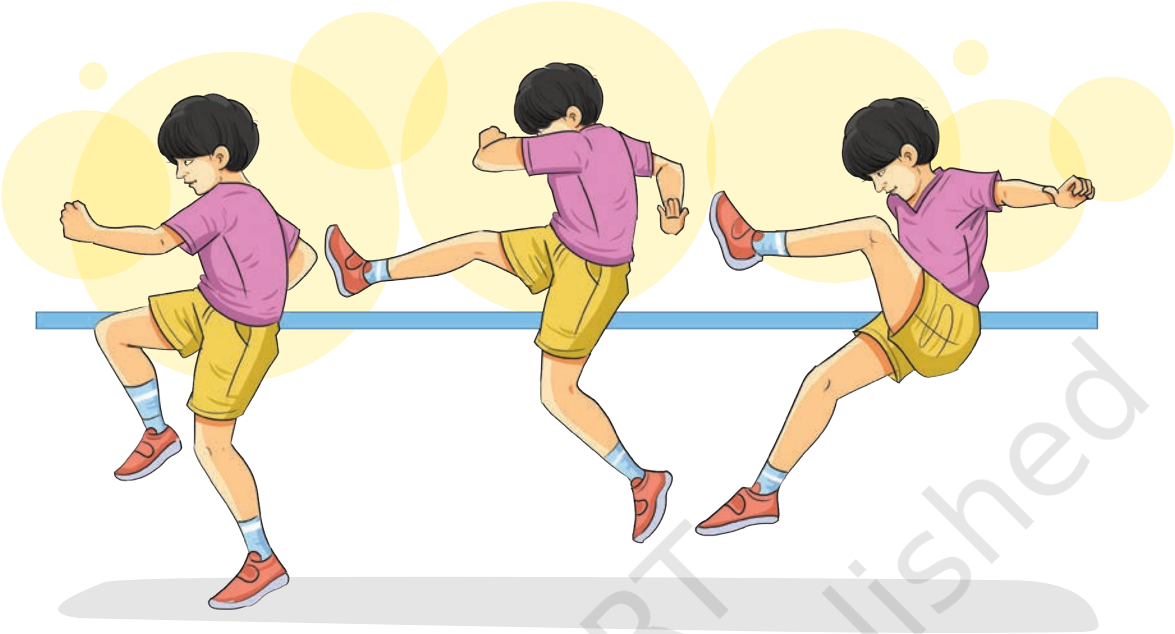
- Once the jump is completed, the players will run from Point C to Point A as fast as possible.



Circle time – *Identify the mistakes*

Discuss how, by changing the rules, you can modify the activity to make it harder or easier.

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Putting Ball

Warm-up	Activity	Cool-down	Circle time
Slow Jogging, free hand exercise, dynamic stretching	Putting Ball	Fast to slow jogging, static stretching	*Injuries in shot put*

How to play?

- Mark 2 throwing lines 15 metres apart.
- Make multiple pairs of players.
- One player will stand behind one line, and another player will stand behind the other line, facing each other
- Put a medicine ball near your neck and lock it as shown in the figure on the next page.
- Throw the ball as far as possible in the direction of the other player.
- The other player will pick the ball and throw it to the first player in the same way.
- Remember to extend your leg and lift your chest as you throw the ball.

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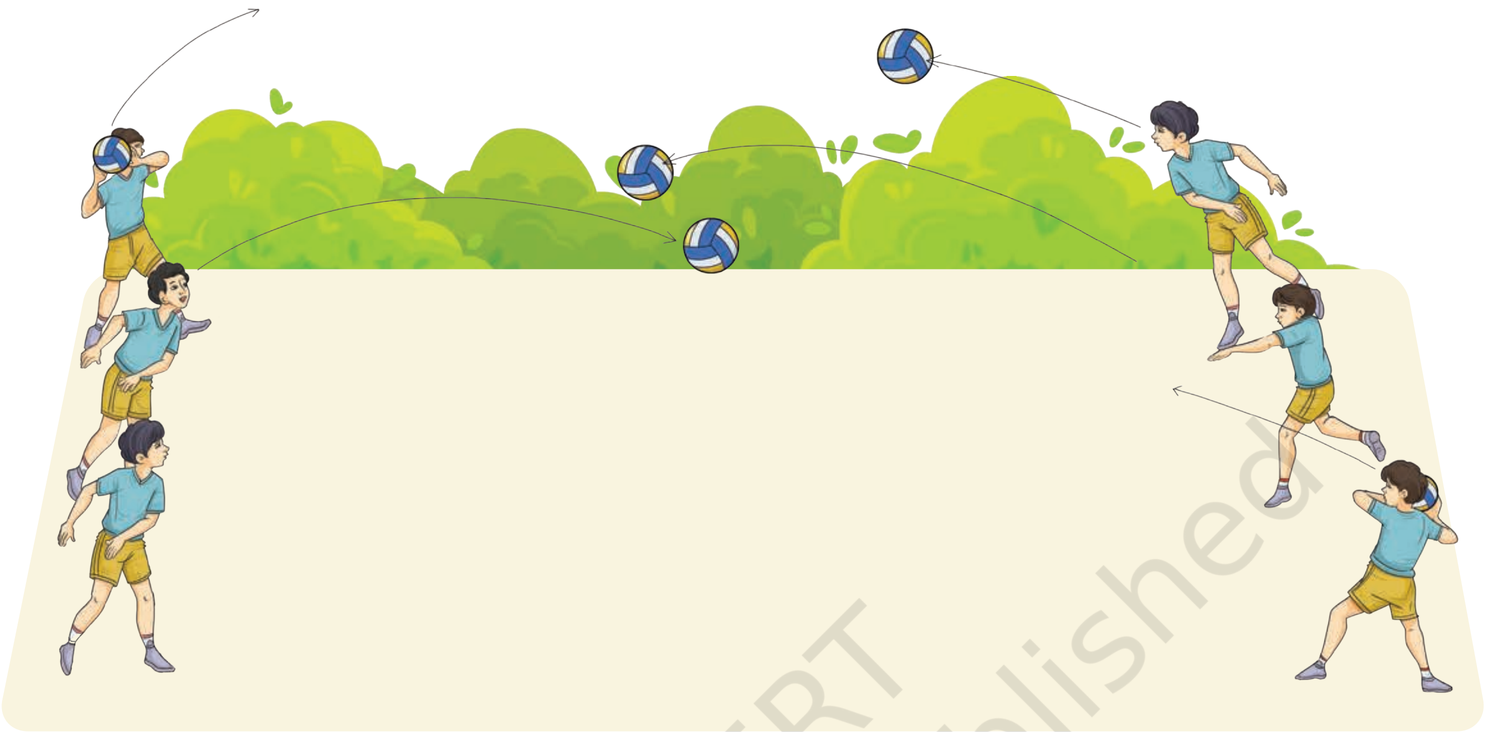

Circle time – *Injuries in shot put*

Discuss the difference you felt while putting the balls of different weights and sizes.

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Assessment by Teacher

Starts

1	2	3	4	5
The student needs more practise of starts to comfortably perform it.	The student is able to demonstrate start positions with minor mistakes.	The student is able to correctly perform start position with help.	The student is able to perform start position without any help.	The student is able to correctly start the race under pressure.

Running

1	2	3	4	5
The student needs more practise of running.	The student is able to run properly.	The student is able to correctly perform running with efforts.	The student is able to run without any distress.	The student is able to assess and appreciate a good performance by the opponent.

Long Jump

1	2	3	4	5
The student needs more practise of techniques to jump.	The student is able to demonstrate jumping using right technique.	The student is able to correctly perform jumping using right technique.	The student is able to decide which technique should be used for jumping.	The student is able to assess and appreciate a good jump by the opponent.

High Jump

1	2	3	4	5
The student needs more practise of techniques to jump.	The student is able to demonstrate jumping using right technique.	The student is able to correctly perform jumping using right technique.	The student is able to decide which technique should be used for jumping.	The student is able to assess and appreciate a good jump of the opponent.

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Shot Put

1	2	3	4	5
The student needs more practise of putting the ball/ shot.	The student is able to demonstrate putting the ball/ shot using right technique.	The student is able to correctly perform putting the ball/shot using right technique.	The student is able to correctly perform putting the ball/shot in the right direction and desired space.	The student is able to assess and appreciate a good put of the opponent.

Overcoming Self-Distress

1	2	3	4	5
The student reacts emotionally or impulsively without attempting to reduce distress.	The student struggles to solve problems and avoids self-reflection.	The student makes simple attempts to think and solve problems, but with little success.	The student tries to think about issues thoroughly and find solutions, but occasionally reacts emotionally.	The student learns from upsetting experiences and approaches problems with composure.

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UNIT 4

Fundamental Skills of Sports

Table Tennis

In this unit, we will learn about the game of table tennis, one of the fastest racquet game in the world. Played on a wooden table with a dark, matte surface divided by a net, this fast-paced sport uses a 40+mm ball and a racquet of any shape or size. Players use a combination of forehand and backhand strokes, applying both defensive and attacking techniques to win rallies and score points. It requires quick reflexes, as well as eye-hand and sound coordination. Fast movements, accuracy, concentration along with attention attracts people of all ages and genders to this game. Earlier known as Ping-Pong and Gossima, table tennis is a recreational, remedial and competitive sport.

To understand table tennis better we will learn about speed, strength, quick reaction time and its combination, as well as physical, mental, social, emotional and spiritual skills which enable players to play, sustain, and live a holistic life.

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Grip

In any racquet sport, including table tennis, Grip is the first and foremost requirement to foster the skill of the sport. Grip is a technique to hold the racquet by which a player strikes the ball.

Warm-up	Skill	Cool-down	Circle time
Entangle and release weight on a rod through rope by wrist movement. Flexion, extension, radial and ulnar deviation, rotation of the wrist with open palm and closed fist.	Grip	Open hand palm stretch, wrist rotation clockwise and anti-clockwise.	*Strength and flexibility*

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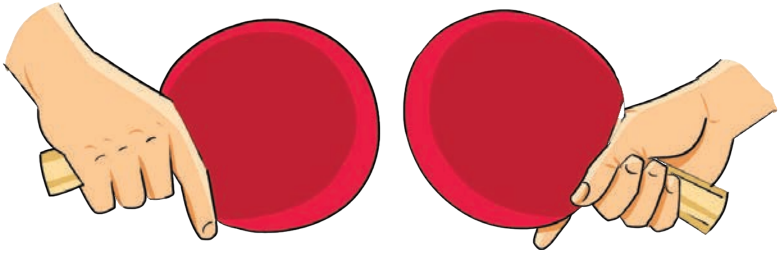
Grip

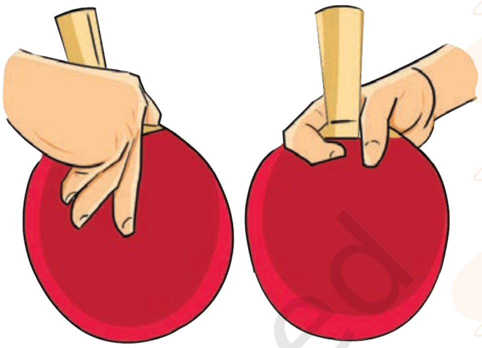
A grip is of two types:

1. **SHAKEHAND GRIP**
   - Shake the hand with the slant racquet and hold it in the palm.
   - Place the thumb and index finger parallel to the straight edge of the rubber.
   - Wrap the remaining three fingers around the handle.



- Ensure that the grip is loose as this will give more readiness, flexibility and strength for better rotation and stability.

2. **Penhold Grip**



- Hold the racquet as you are holding a pen.
- Thumb and index finger should hold the actual handle near the blade.
- The remaining fingers are positioned around the back of the racquet blade.

Note: There are two types of Penhold Grip; Chinese Grip and Japnese Grip but nowadays, the Shakehand Grip is more commonly used worldwide.

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Lead-up Activity

Tapping the Ball (Standing)

- Forehand tapping: Players will bounce the ball on the racquet using the forehand side (The side of the thumb/ thumb facing side).
- Backhand tapping: Ask the player to bounce the ball on the racquet using the backhand side (Index finger facing up).
- Combination tapping: The player will tap the ball on the forehand and backhand side of the racquet alternately.
- Time duration: Two minutes for each activity and players will count the number of balls tapped.

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Note for the teacher

The teachers should observe the coordinative ability of players such as, eye-hand, hand-sound and eye-sound coordination and ensure that they enjoy the session.

Variations

1. The same can be done while walking or running straight, around the table or in a zig-zag way.
2. This fun activity can be conducted outdoors. In case it is windy, a corridor is a good option.

Circle time – *Strength and flexibility*

- Identify, while holding the racquet, which muscles are involved and which joints allow the rotation of the hand while performing the alternate backhand and forehand tapping of the ball on the racquet. How did you manage to balance the knock on the ball from the centre of your paddle while walking or running?
- Discuss how you felt after completing the desired number of knocks on the ball by forehand and backhand.

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Did You Know

Table Tennis is both an individual and team sport, featured in various tournament formats such as the New Swaythling Cup, Corbillon Cup, and Olympic patterns.

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Footwork

Footwork is one of the most important aspects of table tennis, in order to return a ball at marked 1.525 m wide endline and its imaginary extention on both sides. The key principle of an efficient return is returning the ball in front of the body's medial line in the backhand grip and comfortable lateral movement in the forehand grip. Also, a quick and proper placement of the foot, sideways, backwards and forwards with a balanced weight, is necessary while returning to make it comfortable. Footwork helps players move efficiently to position themselves for the best possible execution of skills. Proper footwork allows for quick reactions, better balance, and smoother transitions between strokes.

Warm-up	Skill	Cool-down	Circle time
Jogging, skipping and ladder running	Footwork	Slow stretching and 30 seconds hold for calves, quadriceps, hamstrings	*Eye-hand-ear coordination*

Footwork

Types of footwork:

There are various types of footwork in table tennis namely:

- Side-to-Side footwork (Shuffling or Sliding step)
- In-and-Out footwork (Front-Back movement)
- Pivot footwork

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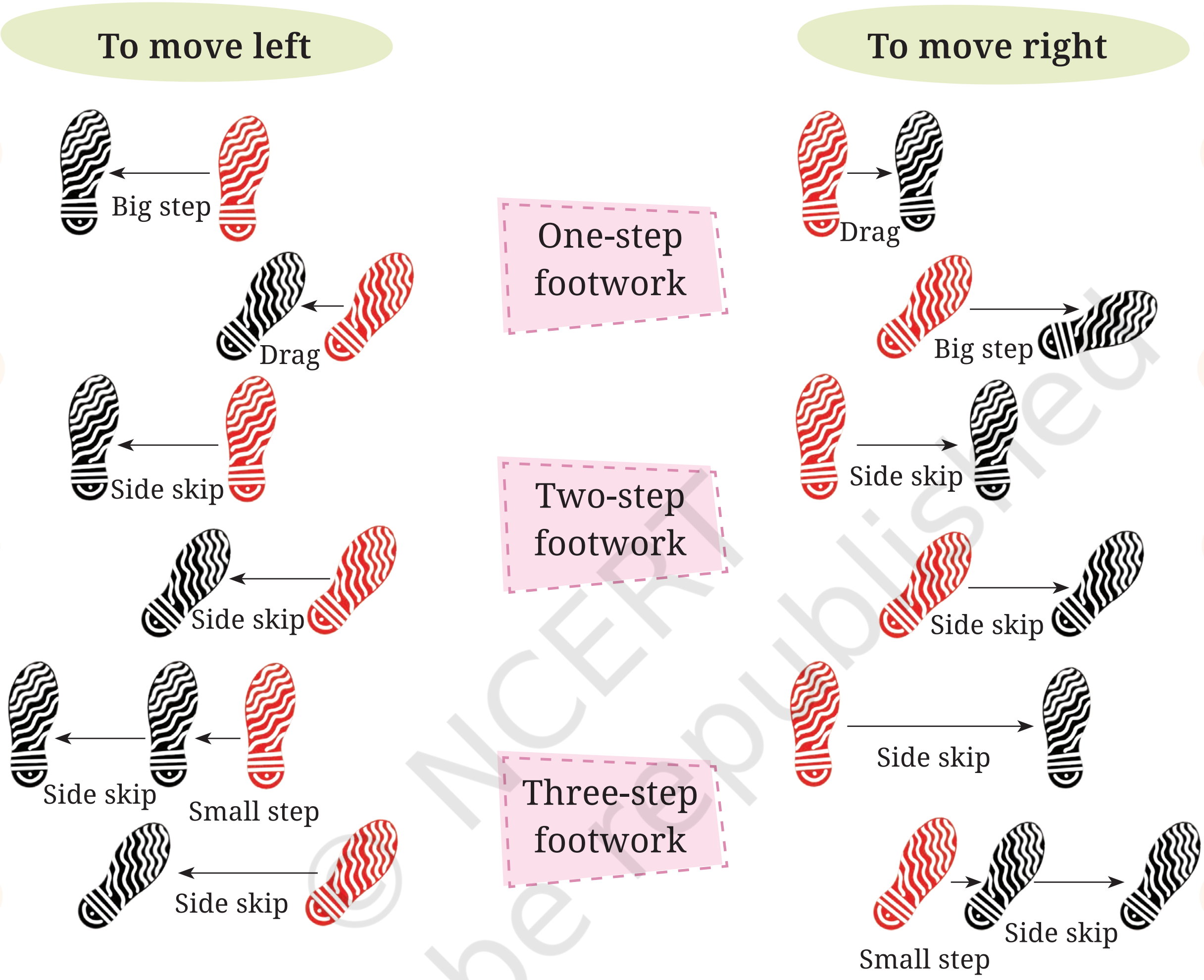
- Crossover step
- One-Step footwork



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Descriptions

Basic Footwork comprises the following:

1. **Stance**
   - Stand with feet shoulder-width apart.
   - Keep knees slightly bent and body leaning forwards.
   - Stay on the balls of your feet to enable quick movement.

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2. **Side-to-Side Movement**
   - Push off with one foot to move laterally.
   - Maintain balance while gliding smoothly.
   - Keep the racquet in a neutral position, ready for the next stroke.

3. **Forward Movement**
   - Step forward with the leading foot when attacking.
   - Transfer your weight onto the front foot.
   - Stay low to maintain stability.

4. **Backward Movement**
   - Push off the front foot to move backward.
   - Keep the body centered and balanced.
   - Stay ready to return to the table quickly.

5. **Follow-through**
   - After each shot, return to ready stance.
   - Stay light on your feet to adjust for the next movement.

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Lead-up Activity

Players will stand on one side of the table, while the teacher or feeder calls out random directions such as, "Left!", "Right!", "Forward!", or "Back!". Players must move according to the instructions, as fast as possible while maintaining their balance.

- If a player moves in the wrong direction or is too slow, they receive a point against them.
- The first player to get 5 points against them, loses, and the winner advances to the next round.
- To add to the level of difficulty, the teacher or feeder can introduce a ball hitting requirement, where players must move to the correct position and hit a shot at the same time.

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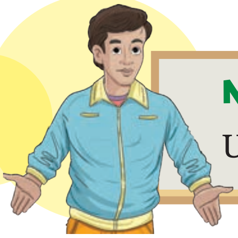

Note for the teacher

Use visual and verbal cues to help players react faster.

VARIATIONS

1. Set up cones or ladders in different positions, and players must move between them quickly while maintaining proper balance.
2. The coach throws multiple balls in different areas, and the player must adjust their footwork to hit each ball correctly.
3. Two players compete to see who can shuffle from side to side the fastest without losing balance.

Circle time – *Eye-hand-ear coordination*

How can visual and verbal cues to help improve footwork and what are some effective cues to enhance speed, balance, and positioning?

Do You Know

There are 11 classifications in the paralympic event of table tennis, Class 1 to 5 are for wheelchair play Class 6 to 10 for standing disabilities and Class 11 for intellectually challenged players.

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Forehand Push

The Forehand Push is a defensive stroke in table tennis used to return short and low balls with backspin. It helps to maintain control in rallies by preventing opponents from attacking aggressively.

Warm-up	Skill	Cool-down	Circle time
In a fist position perform alternate elbow flexion and extension doing maximal contraction of the fist along with supination and pronation.	Forehand Push	Perform slow stretching of the arms, wrists, and shoulders. Practice deep breathing.	*Realisation*

Forehand Push

The Forehand Push comprises the following:

Some players prefer to stand parallel to the end line of the table.

1. **Stance**
   - Stand with feet shoulder-width apart.
   - Keep knees bent and lean slightly forward.
   - Position the left foot slightly ahead.

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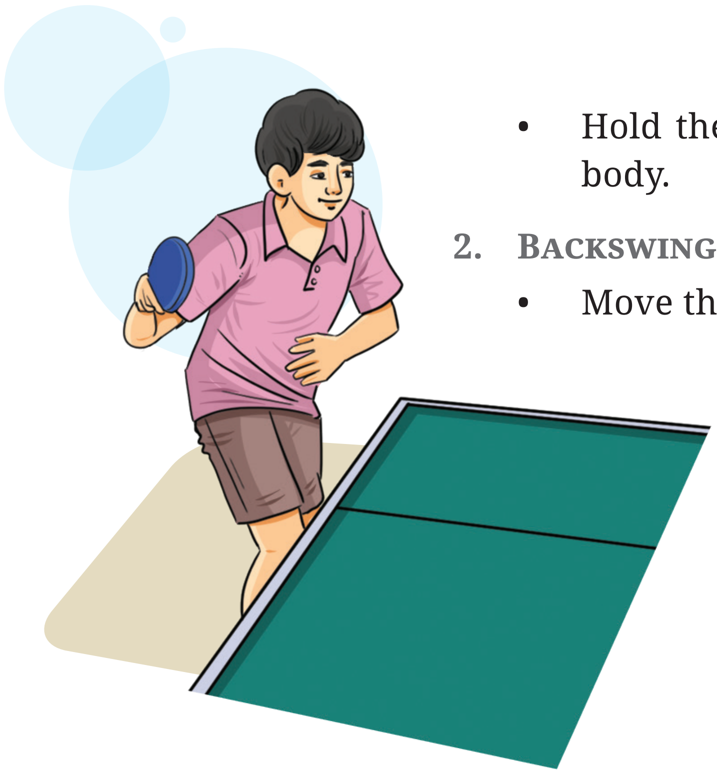
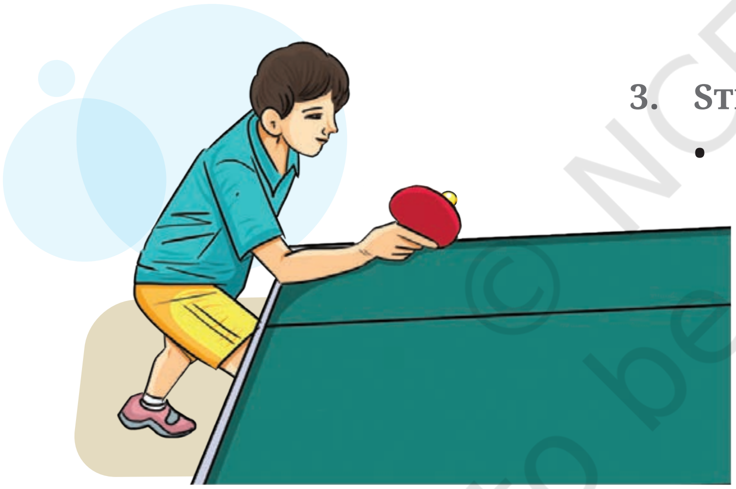


- Hold the racquet at table height in front of the body.

2. **Backswing**
   - Move the right foot back into a side-on stance.
   - Adjust the left foot to maintain the side-on position.
   - Move the arm back and slightly upwards, pivoting at the elbow.
   - Angle the wrist backwards.



3. **Strike**
   - Make contact underneath the ball in front of the body, placing backspin on the ball.

   Snap the wrist at the moment of contact of the ball and the racquet.

4. **Follow-through**
   - Continue the racquet movement forwards and downwards.
   - Return to ready position.

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Lead-up Activity

Players will pair up and rally using only the forehand push, trying to keep the ball on the table. If a player makes an error (hits into the net, off the table, obstructs the ball or lifts the ball too high), the opponent earns one point. The first player to win five points wins the round, while the loser switches to play with a different player.

Teachers can introduce a target accuracy challenge, where players aim to push the ball into marked zones on the table for bonus points.

Notes for the teacher

- Teachers should demonstrate the proper technique first, focusing on racquet angle, ball contact, and follow-through.
- Players should practice slow, controlled pushes before increasing speed and spin.
- Teachers should provide individual feedback, emphasising accuracy over power.

Variations

A deeper push that forces the opponent away from the table, disrupting their position.

Circle time – *Realisation*

Discuss how the ball moved when you hit it from different positions; for example, when your weight was on your rear leg, middle line, or on your forwards leg. How did each position change the power, control, and accuracy of your shot?

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Backhand Push

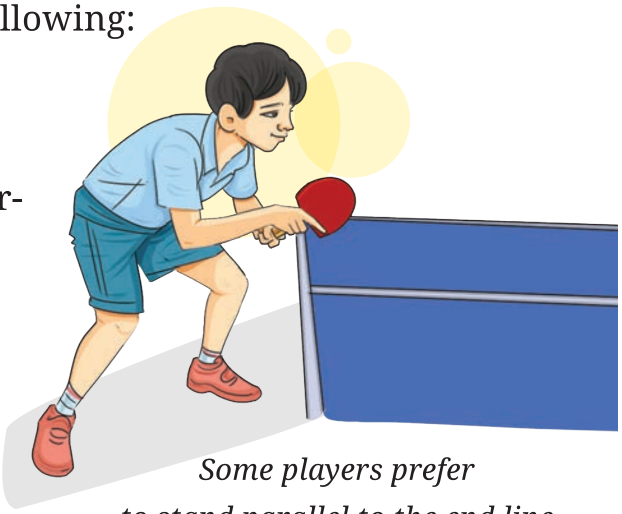
The Backhand Push is a defensive stroke in table tennis used to return short, low balls with or without backspin. It is an essential skill for controlling rallies, returning serves, and preventing aggressive attacks from opponents.

Warm-up	Skill	Cool-down	Circle time
In a fist position perform alternate elbow flexion and extension doing maximal contraction of the fist along with supination and pronation.	Backhand Push	Pushing fingers back with an open palm with the help of the other palm	*Feel the muscles*

Backhand Push

The Backhand Push comprises the following:

1. **Stance**
   - Stand with your feet shoulder-width apart.
   - Keep knees bent and lean slightly forward.
   - Position the left foot slightly ahead.
   - Hold the racquet in front of the body.



Some players prefer to stand parallel to the end line of the table.

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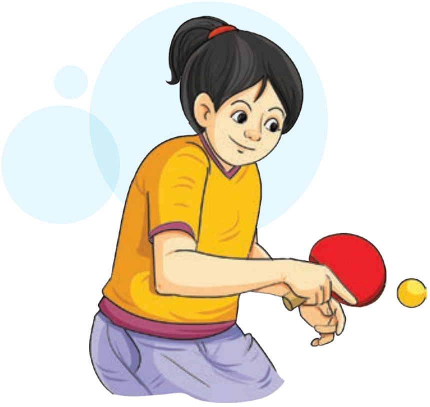
2. **Backswing**

- Move the racquet a little backwards and a little forwards.
- Angle the wrist slightly backwards.



3. **Strike**

- Make contact underneath or at the back of the ball directly in front of the body or in front of the middle line to return or to generate backspin.

4. **Follow-through**

- Continue the racquet movement forwards and downwards.
- Return to the ready position.

Lead-up Activity

Players will pair up and rally using only the backhand push, aiming to keep the ball on the table. If a player makes an error (hits into the net, off the table, or lifts the ball too high), the opponent earns one point. The first player to win five points wins the round, while the loser switches to play with a new opponent.

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To increase the difficulty, the teachers can introduce a target zone challenge, where players earn extra points for landing the ball in specific marked areas on the table.

A thread can be tied across the table, through the net clamps four inches above the net, and players may be asked to pass the ball in between through the thread and the net.

Notes for the teacher

- The teachers should first demonstrate the correct backhand push technique, focusing on grip, ball contact, and follow-through.
- Players should start with slow, controlled pushes before increasing the speed and spin.
- Teachers should provide individual feedback and emphasise consistency over power.

Variations

- A soft push with a heavy backspin to keep the ball short, making it harder for the opponent to attack.
- A deeper push that forces the opponent away from the table, disrupting their position.

Circle time – *Feel the muscles*

Discuss and compare the body parts or muscles that were engaged while performing this skill with those that were used in other skills. Highlight the similarities and differences in movement and effort. Also, try to count the constant returns and increase the numbers.

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Basic Service

In table tennis most of the players score a point within the first 40 to 50 seconds and the major cause is the effectiveness of the service. It is an important skill that a player should develop first. The key focus for beginners is to develop **a legal and consistent serve** by following the correct technique and laws.

Warm-up	Skill	Cool-down	Circle time
Shoulder flexion and extension with the elbow supinated during flexion and the elbow pronated during extention	Basic Service	Perform slow stretching for the arms, wrists, and shoulders	*Fairplay*

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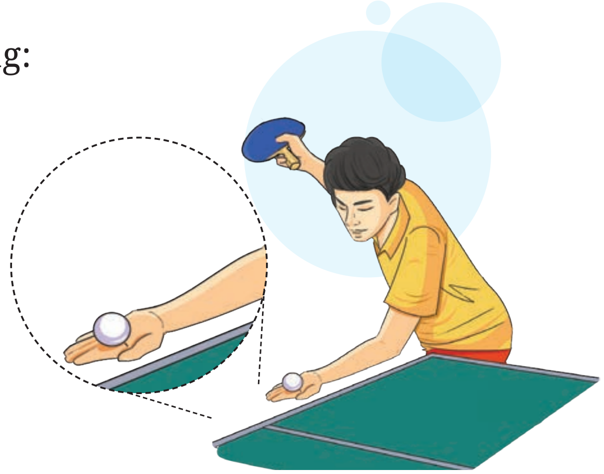
Basic Service

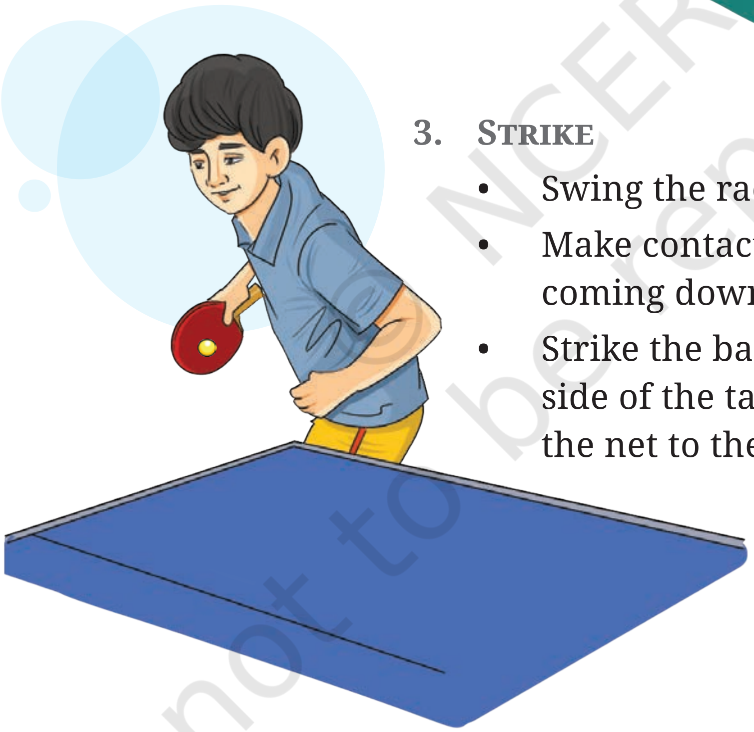
A Basic Service comprises the following:

1. **Stance**
   - The ball shall be resting on an open and stationary palm.
   - Hold the ball on a flat palm to ensure a legal serve.



- The racquet should be behind and above the end line of the table.
- Stand with feet shoulder-width apart and the knees slightly bent for balance.

2. **Backswing**
   - Toss the ball at least 16 cm (6 inches) near vertical from the hand.
   - Simultaneously, move the racquet back to prepare for contact.
   - Keep a relaxed grip on the racquet for better control.



3. **Strike**
   - Swing the racquet forwards.
   - Make contact with the ball while it is coming down.
   - Strike the ball so that it first touches your side of the table and then crossing over the net to the opposite side.

4. **Follow-through**
   - Continue the racquet movement forwards and upwards.
   - Prepare to strike the returned ball from the opponent.

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Lead-up Activity

Keep a small tub at the centre of the opponent’s side of the table. Ensure that players take turns to service five times and aim to land the ball inside the tub, placed as the target. If the ball lands inside the target, the player earns a point. The player with the most points wins, while the player with the least points loses, abiding by proper service techniques.

Note for the teacher

The teachers should focus on ensuring that players toss the ball vertically (at least 16 cm near vertical) and strike it while it has started falling down, making sure that the ball is not hidden by any body part or partner (in case of doubles or a pair activity).

VARIATIONS

- If a soft serve by a player bounces twice or more on the opponent’s side, the player will lose a point.
- A faster serve can be introduced that reaches the opponent’s side deep and close to the endline.
- A serve directed towards the corners of the table can be introduced to force the opponent to move.

Circle time – *Fairplay*

Discuss the importance of fair play in sports and how it promotes respect and integrity. If you notice a teammate engaging in foul play, how would you address the situation while maintaining team spirit?

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Topspin Service

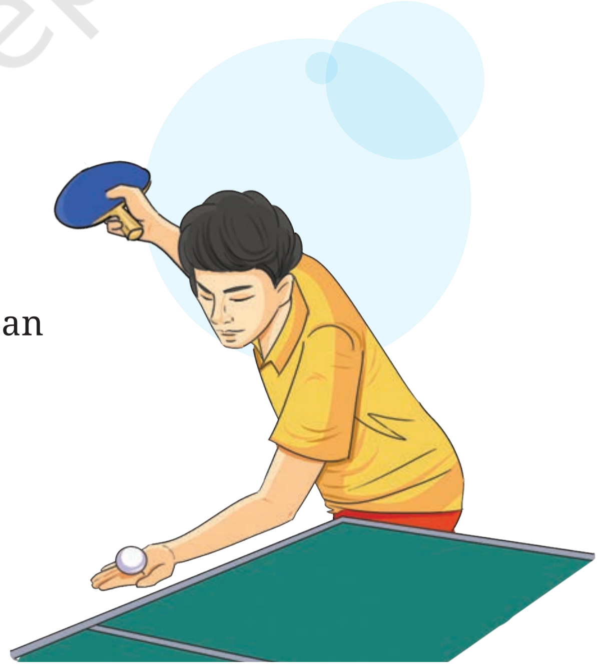
A Topspin Service in table tennis is an attacking serve that makes the ball spin forwards, causing it to dip quickly and bounce aggressively towards the opponent.

Warm-up	Skill	Cool-down	Circle time
Wrist rotations, arm swings, shoulder rolls and shadow service	Topspin Service	Perform slow stretching for the arms, wrists, and shoulders	*Ball trajectory*

Topspin Service

The Topspin Service comprises the following:

1. **Stance**
   - The ball shall be resting on an open and stationary palm.
   - Keep the racquet and free hand above and behind the end line of the table.



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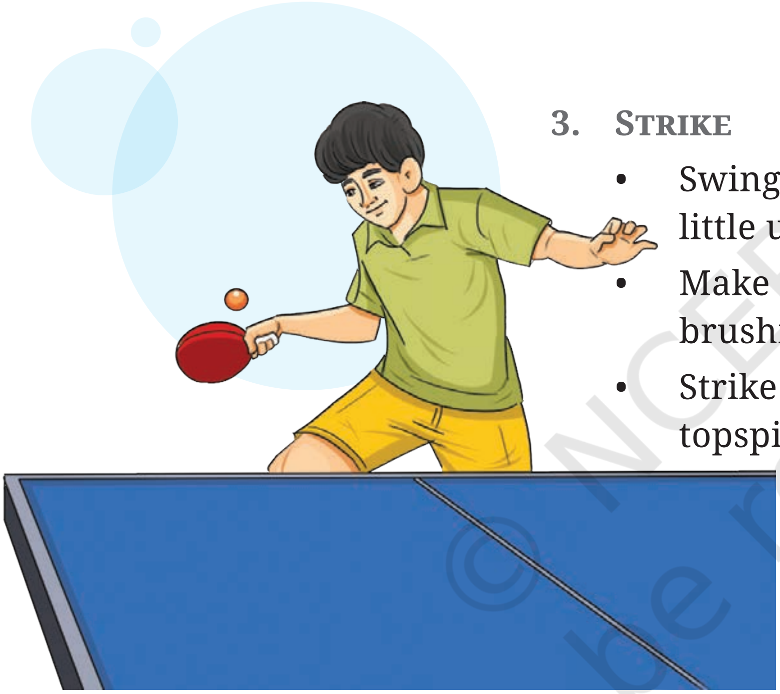
2. **Backswing**

- Toss the ball at least 16 cm vertically.
- Move the racquet backwards behind the ball.
- Angle the racquet slightly closed for a topspin service.



3. **Strike**

- Swing the racquet forwards and a little upwards.
- Make contact with the ball squarely, brushing it downwards up.
- Strike the top of the ball for the topspin.

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4. **Follow-through**

- Continue the racquet movement forwards and upwards for the topspin.
- Prepare to recover for the next shot.

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Lead-up Activity

Players will participate in pairs. Each player takes turns serving with a topspin motion, aiming to land the ball on the opponent's side consistently. If a service bounces twice or forces the opponent into a weak return, then the service is considered successful, and the player earns one point. If the serve goes out or into the net, the service is unsuccessful, and the opponent earns the point. The first player to reach five points wins the round, while the loser switches to challenge a different opponent.

To increase the difficulty, the 'target accuracy challenge' can be introduced, where specific areas on the table are marked, and players earn extra points for landing their service in those zones. Another variation is the 'spin challenge', where players must apply more spin with each service, making it harder for their opponent to return the ball.

Notes for the teacher

- The teachers should first demonstrate the correct topspin service technique, highlighting grip, body position, and the brushing motion needed to generate spin.
- Player should practice the service against a wall or with partners, receiving individual feedback on their form.

Variations

- The ball is hit softly with a brushing motion so it bounces twice on the opponent's side, making it difficult to return the ball.
- The ball is hit with more power and spin, causing it to land deep in the opponent's court and forcing a quick reaction.

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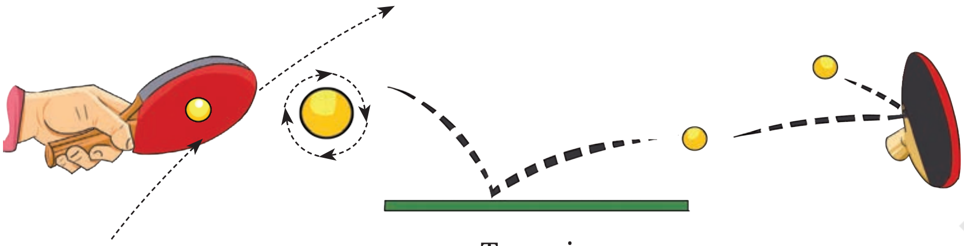
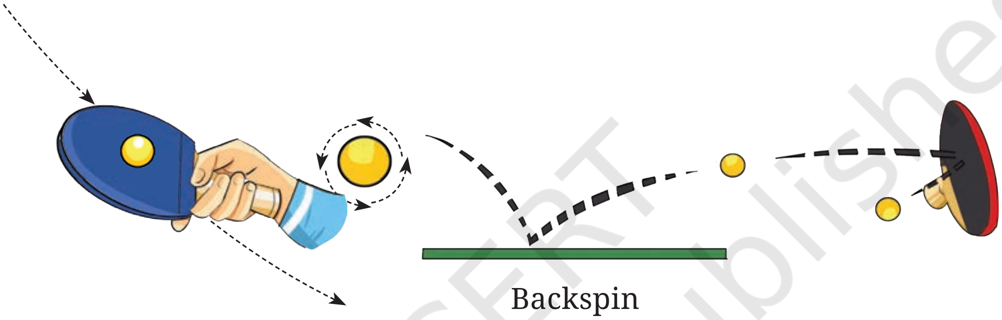
Circle time – *Ball trajectory*

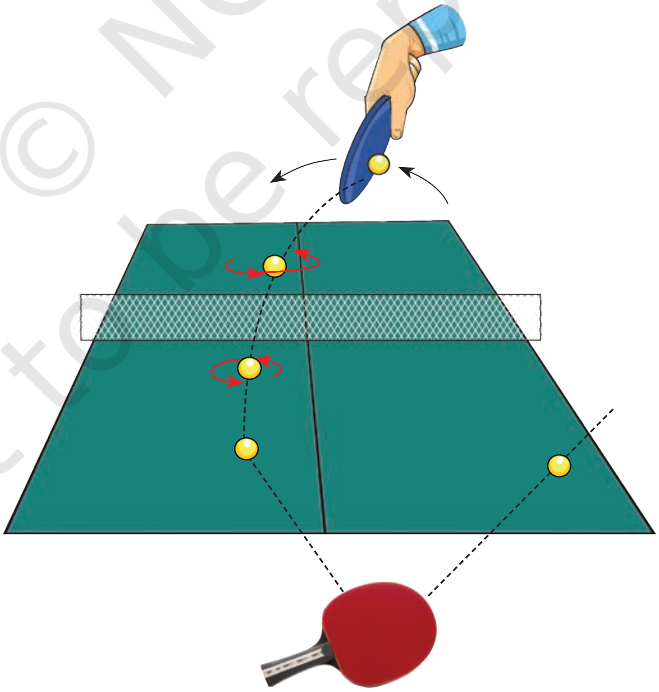
Discuss the significance of the ball trajectory. How does the topspin affect the ball's movement and the opponent's return?



Topspin



Backspin



Side spin

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Backspin Service

A Backspin Service in table tennis is a defensive serve that makes the ball spin backwards, causing it to slow down after bouncing and making it harder for the opponent to attack.

Warm-up	Skill	Cool-down	Circle time
Wrist and arm stretching to loosen muscles. Ball control drills in which the players lightly bounce the ball on their racquet with a backspin motion to feel the effect.	Backspin Service	Perform slow stretching for the arms, wrists, and shoulders. Practice deep breathing.	*Reflection and strategy*

Backspin Service

The Backspin Service comprises the following:

1. **Stance**
    - The ball shall be resting on an open and stationary palm.
    - Keep the racquet and free hand above and behind the end line of the table.

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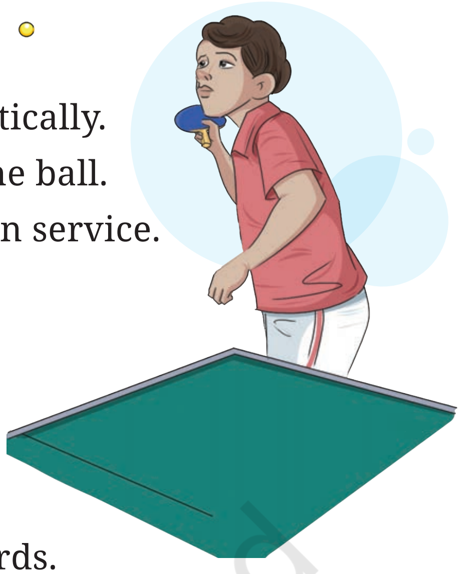
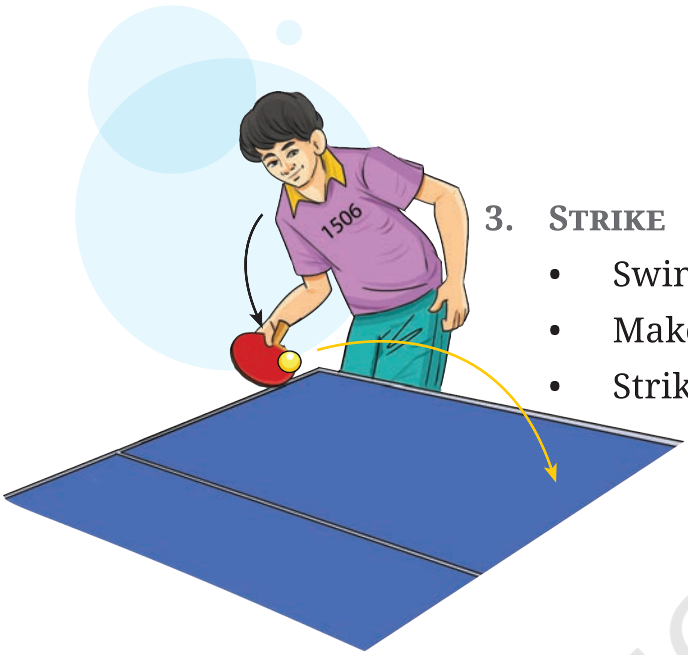
2. **Backswing**

- Toss the ball at least 16 cm (6 inch) vertically.
- Move the racquet backwards behind the ball.
- Open the racquet angle for the backspin service.





3. **Strike**

- Swing the racquet forwards.
- Make contact with the ball squarely.
- Strike the bottom of the ball to create backspin.

4. **Follow-through**

- Follow through forwards and go deep downwards for the backspin.
- Get ready to recover to return the next ball.

Lead-up Activity

Players will participate in pairs. Each player takes turns serving with the backspin motion, aiming to land the ball on the opponent's side successfully. If the service is executed correctly by the player, and it forces the opponent into a weak return or a mistake, the player earns one point. If the service goes into the net or off the table, it is considered unsuccessful, then the opponent earns the point. The first player to reach five points wins the round, while the loser switches to face a new opponent.

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To increase the difficulty level, a 'spin effect challenge' can be introduced. The players must serve the ball in such a way that after it bounces or touches the opponent's court, it returns back to the net due to the heavy backspin. The more the ball spins backwards, the better the service. Another variation is the 'target zone challenge', in which players aim to land their backspin service in specific marked areas on the table for extra points.

Notes for the teacher

- The teachers should first demonstrate the correct backspin service technique, highlighting grip, ball contact, and follow-through.
- Players should start with slow, controlled serves, focusing on proper spin before increasing speed and variation.
- The teachers should give individual feedback and emphasise consistency over speed, spin and power.

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VARIATIONS

- The ball is hit softly, causing it to bounce twice on the opponent's side, making it difficult to attack.
- The ball is hit with more speed while still applying backspin, making it harder for the opponent to return with power.

Circle time – *Reflection and strategy*

- What was the most challenging part of executing the backspin service?
- How does backspin affect the ball's movement and the opponent's return?
- When would you use a backspin service in a match situation?

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Forehand Drive

The Forehand Drive is an attacking stroke used in table tennis to hit the ball with speed and control. It is played with a forward and slightly upward motion, creating a light topspin.

Warm-up	Skill	Cool-down	Circle time
Arm circles, wrist rotations and lunges. Bounce the ball on the racquet to develop touch and control.	Forehand Drive	Slow stretching and deep breathing	*Coordination, control, and consistency*

Forehand Drive

The Forehand Drive comprises the following:

1. **Stance**
   - Stand with feet shoulder-width apart.
   - Keep knees bent and lean slightly forwards.
   - Position the left foot slightly ahead.
   - Hold the racquet at table height in front of the body.
2. **Backswing**
   - Move the right foot back into a side-on stance.
   - Adjust the left foot to maintain the side-on position.
   - Rotate the waist and hips backwards.
   - Bend the elbow and move the arm slightly downwards.

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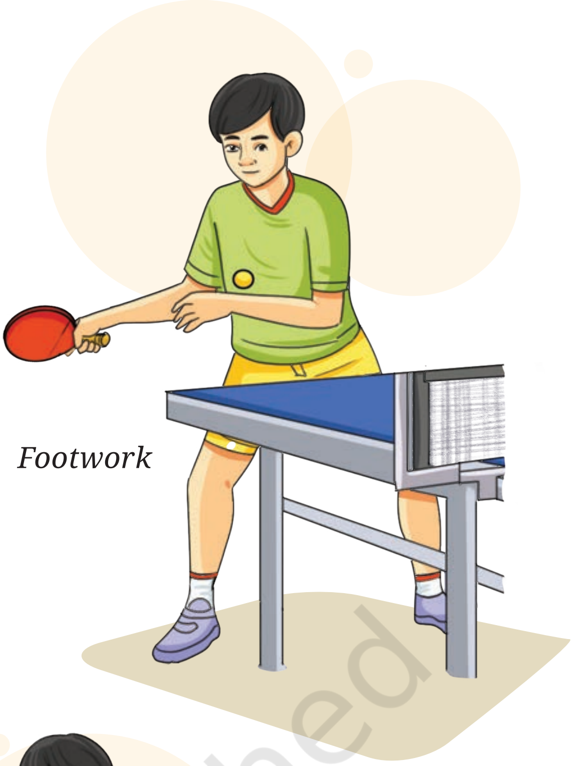
Backswing



Footwork

Strike

Follow through

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3. **STRIKE**
    - Shift your weight onto the front foot.
    - Swing the arm forwards and upwards.
    - Make contact with the ball ahead of the body.
    - Rotate the hips and waist forwards.

4. **FOLLOW-THROUGH**
    - Continue the racquet movement forwards and upwards.
    - Return to ready position.

Lead-up Activity

Place or hang the hula hoop so that the hoop is of the same height as the player’s upper body, or if there is a group of three have one player hold the hoop. In pairs, play a game wherein players must hit the ball through the hoop, with a point scored for each successful hit.

Notes for the teacher

- Show players the correct technique, focusing on grip, stance, and swing.
- Allow players to practice in pairs or against the wall, giving individual feedback.

Variations

- Keep the ball low and close to the net.
- Players practice by placing the ball at different areas of the table (left, right, centre) to improve control.

Circle time – *Coordination, control, and consistency*

- How did controlling the ball help in the game?
- What adjustments did you make to improve your accuracy?

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Backhand Drive

The Backhand Drive is an attacking stroke in table tennis that allows players to hit the ball with speed and control using the backhand side of the racquet.

Warm-up	Skill	Cool-down	Circle time
Wrist rotations, arm swings, shoulder rolls, bounce the ball on the racquet using only the backhand side to develop control.	Backhand Drive	Slow stretching and deep breathing	*Proper technique*

Backhand Drive

The Backhand drive comprises the following:

1. **Stance**
   - Stand with feet shoulder-width apart parallel to the end line of the table.
   - Keep knees bent and lean slightly forward.
   - Position the left foot slightly ahead.
   - Hold the racquet at table height in front of the body.
2. **Backswing**
   - Move the racquet back a little sideways, towards the waist.

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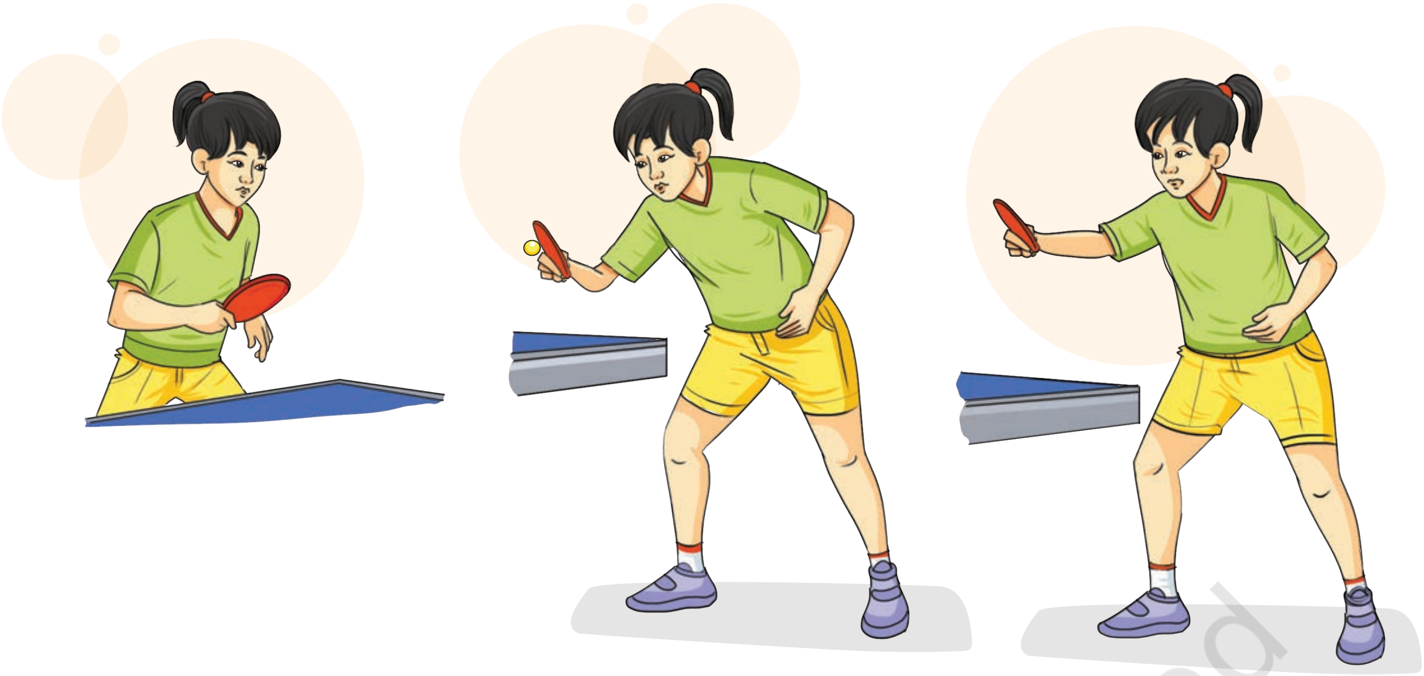

- Angle the wrist backwards and inwards.
- Rotate the waist and hips backward.

3. **Strike**
   - Swing the racquet straight and forward.
   - Move the opening elbow slightly forward.
   - Make contact at the front of the body, slightly to the left.
   - Close the wrist over the ball at contact.

4. **Follow-through**
   - Guide the racquet in the ball's direction with a little upwards and forwards motion.
   - Return to the ready position for the next stroke.

Lead-up Activity

Players will compete in pairs. Each player will rally using only the backhand drive, aiming to keep the ball on the table. The rally continues until one player makes a mistake, such as hitting the ball off the table or into the net. The player who wins the rally earns one point, while the losing player switches and faces a new opponent. The first player to reach five points is declared the winner of the round.

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To increase the difficulty level, different variations can be introduced. In the 'target challenge', specific zones on the opponent's side of the table are marked, and players earn an extra point if they land their drive in those areas. In the timed rally, the goal is to maintain the longest backhand drive rally without making an error, and the player achieving the longest streak is declared the winner. For a more competitive round, a knockout game can be added in which any player who loses three rallies in a row must perform a quick exercise, such as five jumping jacks, before rejoining the game.

Notes for the teacher

- Show the correct backhand drive technique, focusing on grip, stance, and follow-through.
- Allow players to practice individually, against the wall, or with partners while providing corrective feedback to them.

VARIATIONS

- Keep the ball low and close to the net.
- Players practice hitting at different areas of the table (left, right and center) to improve their control.

Circle time – *Proper technique*

Discuss the significance of proper technique and phases during practice.

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Forehand Topspin

The Forehand Topspin is an attacking stroke in table tennis that generates forward spin, making the ball dip and accelerate after bouncing.

Warm-up	Skill	Cool-down	Circle time
Wrist rotations, arm swings and shoulder rolls, squat and jumping jacks	Forehand Topspin	Deep breathing	*Spin*

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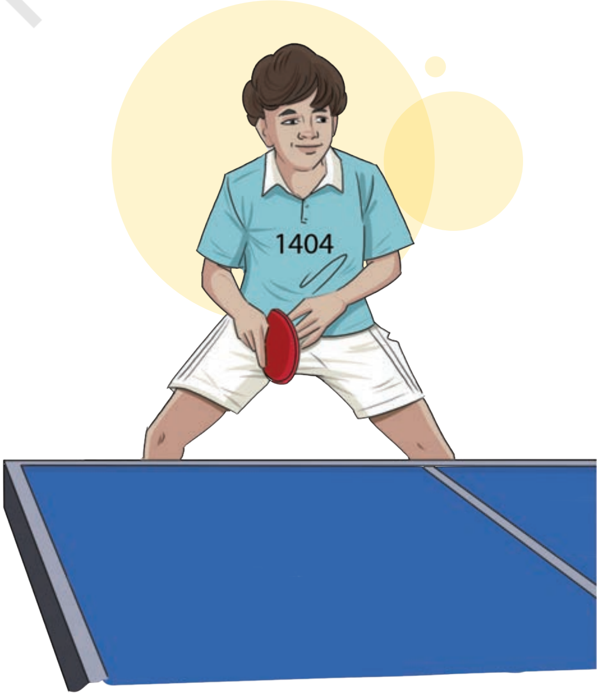
Forehand Topspin

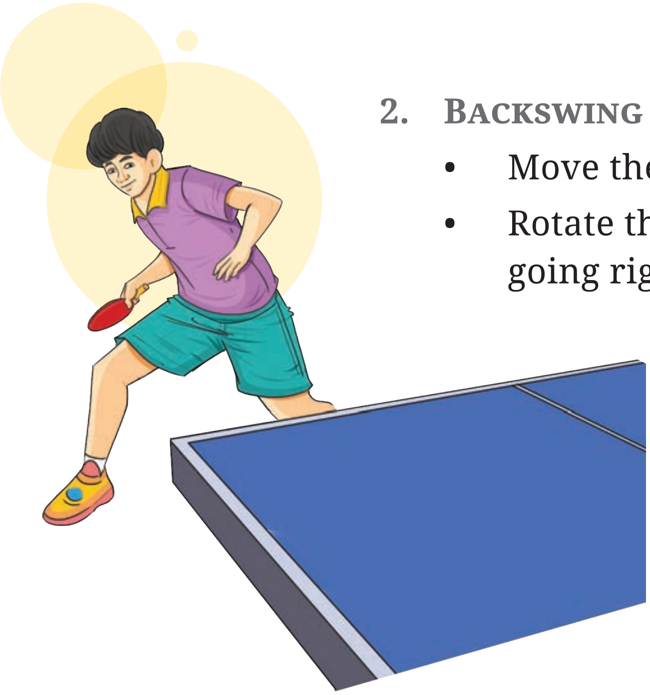
The Forehand Topspin comprises the following:



1. **Stance**
   - Stand with the feet shoulder-width apart.
   - Keep the knees bent and lean slightly forwards.
   - Position the left foot slightly ahead.
   - Hold the racquet in front of the body.

2. **Backswing**

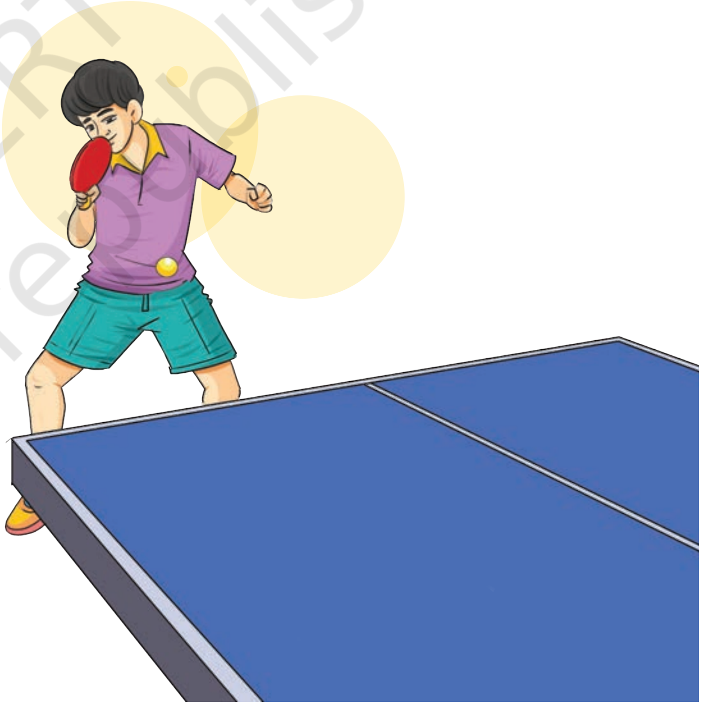
- Move the right foot back into a side-on position.
- Rotate the upper body backward and downward going right at the shoulders, waist and hips.



- Angle the left knee towards the right knee and keep the right knee well bent.
- Lower the racquet head downwards and the arm moving towards the floor.
- Shift your weight onto the back foot.
- Angle the wrist backward to impart spin.

3. **Strike**

- Rotate the hips, waist, and shoulders upwards and forwards.
- Quickly close the elbow angle.
- Transfer the weight onto the front foot.
- Snap the wrist at the moment of contact.
- Brush the top of the ball to generate topspin.



4. **Follow-through**

- Continue the racquet movement forward and upward.
- Return to ready position for the next topspin.

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Lead-up Activity

Players will pair up and rally using only the forehand topspin, trying to keep the ball on the table. If a player misses a topspin (hits into the net, off the table, or fails to generate topspin), their opponent earns one point. The first to reach five points wins the round, while the loser switches to play a new opponent. The players try to increase the speed of their topspin strokes while maintaining control and consistency. They aim to land their shots in the marked areas along with the spin on the table for bonus points.

Notes for the teacher

- The teachers should start by demonstrating the correct forehand topspin technique, emphasising grip, footwork, ball contact and movement of elbow, waist, hip and foot rotation.
- Players should begin with slow and controlled topspins before increasing power and speed.

Variations

- Techniques given in this chapter needs to be clearly explained that is useful for countering backspin.
- A faster shot with less arc and more forwards speed, making it aggressive and difficult to return as the ball dips down and spins.

Circle time – *Spin*

How does the spin affect the speed, bounce, and control of the ball in a forehand topspin, and why is it an important skill?

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Backhand Topspin

The Backhand Topspin is an attacking stroke used to generate forwards spin, making the ball dip quickly and accelerate after bouncing.

Warm-up	Skill	Cool-down	Circle time
Wrist rotations, arm swings and shoulder rolls	Backhand Topspin	Slow stretching for the arms, wrists, and shoulders. Deep breathing.	*Spin*

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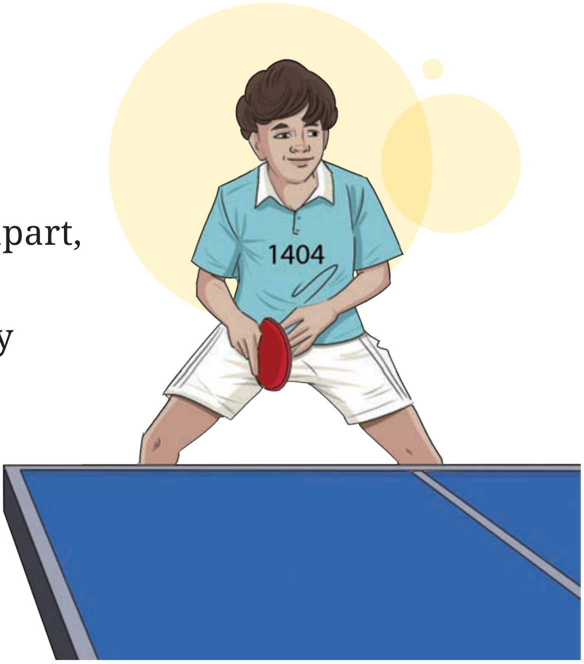
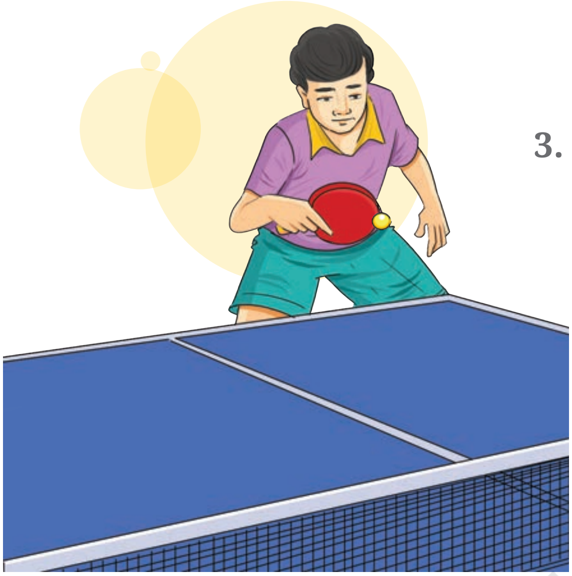
Backhand Topspin

The Backhand Topspin comprises the following:



1. **Stance**
    - Stand with feet shoulder-width apart, square to the table.
    - Keep knees bent and lean slightly forwards.
    - Hold the racquet in front of the body.

2. **Backswing**
   - Rotate the hips, knees, shoulders, and waist to the left and downwards.
   - Move the racquet back toward the left thigh area.



3. **Strike**
   - Rotate forwards and upwards using the legs.
   - Rotate the hips and waist forwards.
   - Swing the racquet forwards and upwards.
   - Snap the wrist at contact.
   - Accelerate through the stroke for more spin and power.

4. **Follow-through**
   - Continue the racquet movement forwards and upwards.
   - Return to ready position for the next topspin.

Lead-up Activity

Players will rally using only the backhand topspin, keeping the ball on the table. If a player misses a shot (by hitting into the net, off the table, of failing to generate a topspin), their opponent earns one point. The first player to achieve five points wins, and the loser switches to play with a new opponent. Players aim to generate maximum topspin, ensuring the ball dips quickly after bouncing. Players must land their topspin shots in marked areas for bonus points.

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Notes for the teacher

- Teachers should start by demonstrating the correct backhand topspin technique, focusing on grip, foot positioning, and ball contact.
- Players should begin with slow, controlled topspins before increasing spin, power and speed to the stroke.

VARIATIONS

- A slow but high-arching shot with heavy topspin, ideal for a countering backspin.
- A quicker, lower shot with less arc and more forward speed, used for aggressive attacking.

Circle time – *Spin*

- How does the angle of the racket affect the spin, speed, and control of the ball in a backhand topspin shot? Why is adjusting the racket angle important?
- Discuss the variation of the racquet angle between the slow but high arching shots and of the lower shots with a less arc.

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Did You Know

Table tennis is played under fifteen basic laws developed by the International Table Tennis Federation. Discuss some of them with your friends.

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Smash

The Smash is one of the most powerful strokes in table tennis. It is used to score a point with a fast and aggressive play. It is played when the opponent returns a high ball, allowing the player to hit it forcefully and with variation in placement on the table.

Warm-up	Skill	Cool-down	Circle time
Arm swings, wrist rotations, and leg stretches	Smash	Perform static stretching for the arms, wrists, shoulders, and legs.	*Strategy*

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Smash

The Smash comprises the following:

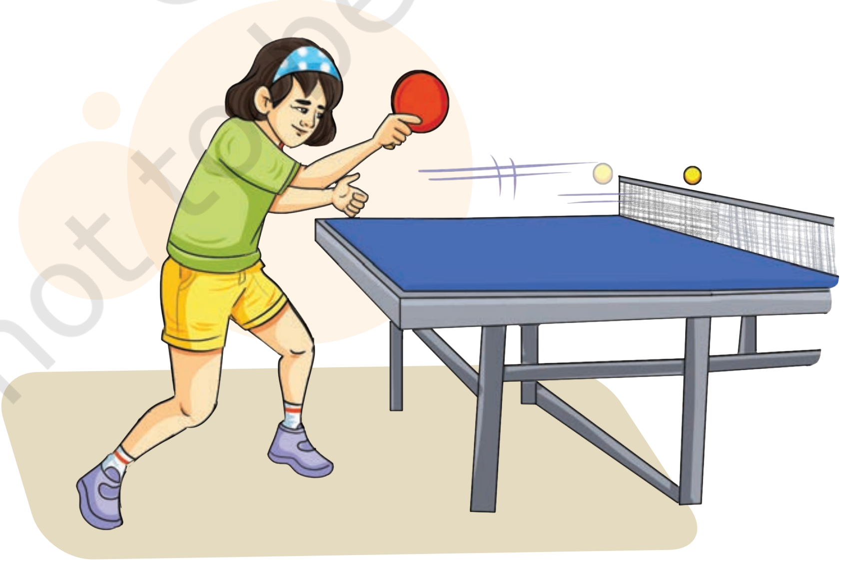
1. **Stance**
    - Stand 'side-on' to the table.
    - Position yourself slightly back from the table.
2. **Backswing**
    - Bring the arm straight back, aligning it directly behind the ball.
    - Rotate the body backwards, shifting your weight onto the back foot.

3. **Strike**

- Move forwards with your body weight, transferring your weight onto the front leg.
- Make contact with the ball ahead of the body.

4. **Follow-through**

- Follow through forward focusing on body positioning (shifting the body weight).
- Return to the ready position.



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Lead-up Activity

One player tosses the ball high for their opponent to smash. If the smash lands on the table and the opponent fails to return it, the player who used the smash technique earns one point. If the player misses or the opponent returns the ball successfully, the opponent gains the point. Players must aim for marked target zones when smashing. The opponent must try to return the smash while the player focuses on the placement of the smash.

Note for the teacher

Teachers should start by demonstrating the proper smash technique, focusing on positioning, shoulder, arm movement, and follow-through.

Variations

- Used when the ball is on the forehand and backhand side, requiring a strong wrist snap for power.
- The most common and powerful smash, hit with full-body rotation for maximum force.
- A deceptive smash played with less power, placing the ball short to catch the opponent off guard.

Circle time – *Strategy*

When should you use a smash instead of a topspin? How can you position yourself for a smash and what adjustments are needed against different opponents?

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Table Tennis Game

Warm-up	Skill	Cool-down	Circle time
Full body stretching, jogging on the spot, ladder drills, high knees	Table Tennis Game	Full body stretching exercises	*Enjoy*

How to play?

- There will be a game of five points which will consist of all the skills you have learned.
- Whenever a player wins a rally, they earn a point.
- The game is won by the first player to score five points.
- In a situation in which Player A serves and wins the rally, they advance to serve with a 1-0 lead.
- If Player B wins the subsequent rally, Player B receives the chance to serve and the score is tied at one. Players keep serving and rallying throughout the game until one person reaches five points.
- Another player can be involved to count the score.

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Circle time – *Enjoy*

- How did you gather your focus when you started losing on points?
- Identify the rallies, shots, and moments in the games when you enjoyed the most irrespective of who scored the points.

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Assessment by Teacher

Grip (Shakehand and Penhold)

1	2	3	4	5
The student needs more practice of grips to comfortably maintain it.	The student is able to demonstrate both shakehand and penhold grip.	The student is able to correctly perform either shakehand or penhold grip.	The student is able to change the grips rapidly as per the requirement of the game.	The student is able to correctly grip the racquet even under pressure.

Push (Forehand and Backhand)

1	2	3	4	5
The student needs more practice of push to comfortably use it in the game.	The student is able to demonstrate both forehand and backhand push.	The student is able to correctly perform either forehand or backhand push.	The student is able to use both forehand or backhand push according to the requirement of the game.	The student is able to assess and appreciate a good defence using push by the opponent.

Service (Basic, Topspin and Backspin)

1	2	3	4	5
The student needs more practice of serves to comfortably use it in the game.	The student is able to demonstrate all basic, topspin and backspin service.	The student is able to correctly perform either basic spin, topspin or backspin service.	The student is able to decide which type of the serve should be used for next rally.	The student is able to assess and appreciate a good serve of the opponent.

Drive (Forehand and Backhand)

1	2	3	4	5
The student needs more practice of Drive to comfortably use it in the game.	The student is able to demonstrate both forehand and backhand drive.	The student is able to correctly perform either forehand or backhand drive.	The student is able to decide which type of the drive should be used while playing the rally.	The student is able to confidently executes and strong, accurate drives and intelligently employ them throughout rallies.

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Topspin (Forehand and Backhand)

1	2	3	4	5
The students needs more practice of Topspin to comfortably use it in the game.	The students is able to demonstrate both forehand and backhand topspin.	The students is able to correctly perform either forehand or backhand topspin.	The students is able to decide which type of the topspin should be used while playing the rally.	The students is able to confidently executes strong, accurate top spins and intelligently employ them throughout rallies.

Smash

1	2	3	4	5
The students needs more practice of smash to comfortably use it in the game.	The students is able to demonstrate smash in the game.	The students is able to correctly perform smash in the game.	The students is able to executes strong and accurate smash and intelligently use it throughout rallies.	The students is able to assess and appreciate a good smash of the opponent.

Overcoming Self-Distress

1	2	3	4	5
The students reacts emotionally or impulsively without attempting to reduce distress.	The students struggles to solve problems and avoids self-reflection.	The students makes simple attempts to think and solve problems, but with little success.	The students tries to think issues thoroughly and find solutions, but occasionally reacts emotionally.	The students learns from upsetting experiences and approaches problems with composure.

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Explore

Some of the back numbers of players shown in the illustration depict the birthdays of some famous sportspersons. Try and find out their names and the laurels they have brought for our country.

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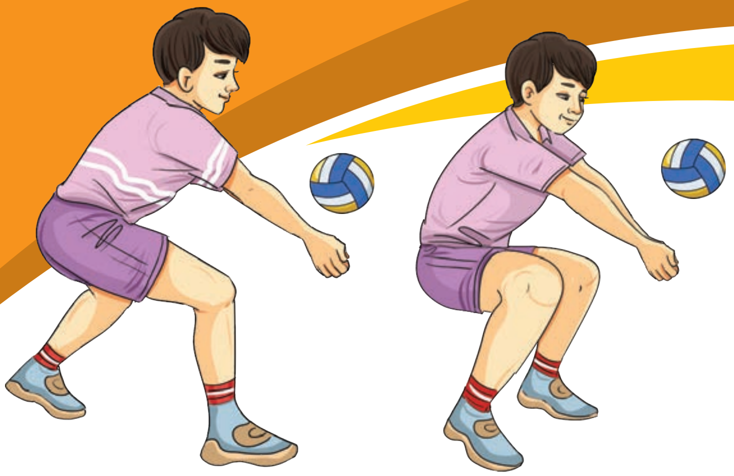
UNIT 5



Fundamental Skills of Sports

Volleyball

Volleyball is a fast-paced, exciting team sport played by two teams on a rectangular court divided by a net. The objective is to score points by sending the ball over the net in a way that it lands on the opponent's court. Each team consists of six players on the court at a time, with specialised roles such as spikers, setters, blockers, and liberos.

Each team has up to three touches to return the ball over the net and the block touch is not counted. In this unit, we will experience and learn basic skills like serving, passing, setting, spiking, blocking and digging.

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Underhand Pass

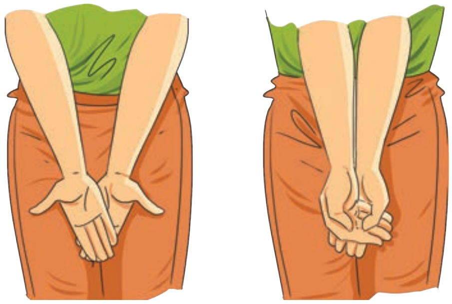
Warm-up	Skill	Cool-down	Circle time
Side walk, back walk, jogging drills	Underhand Pass	Four floor touch, calf stretch	*Basic moves and strategies*

Underhand Pass

The Underhand Pass in volleyball, also known as a bump pass, dig pass or simple pass, is a fundamental skill used to receive and control the ball, typically after a serve or an attacking hit (smash or spike) from the opposing team.

1. GRIP AND HAND POSITION

   - Bring the hands together by overlapping one hand over the other and creating a semi-closed fist with one hand and covering it with the other. Ensure the thumbs are parallel, pointing forward and slightly down as shown in the figure.



   Lock-in the elbows (should not bend), extend the arms in front and bend the wrist downwards.

2. STANCE

   - Keep the feet shoulder-width apart and diagonally to each other.

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- Bend the knees slightly, straighten the spine and lean slightly forward.
- Keep the arms relaxed, below the chest yet ready in front of you.
- Maintain a low stance as it gives better control and balance.
- Bring the hands together by creating a semi-closed fist with one hand and overlapping it over the other as shown in the figure. Ensure that the thumbs are parallel, pointing forward and slightly downwards.
- Lock the elbows (should not bend), extend the arms in front and bend the wrist downwards.

3. **Execution**
   - Try to put your body in the centre of the falling ball's path.
   - Let the forearms make contact with the ball with straight and locked elbows, and upwards swinging arms. Make use of your flexed knees by extending the lower limbs while hitting the ball.
   - To direct the ball higher, extend your bent knees and push the forearm with high impact.

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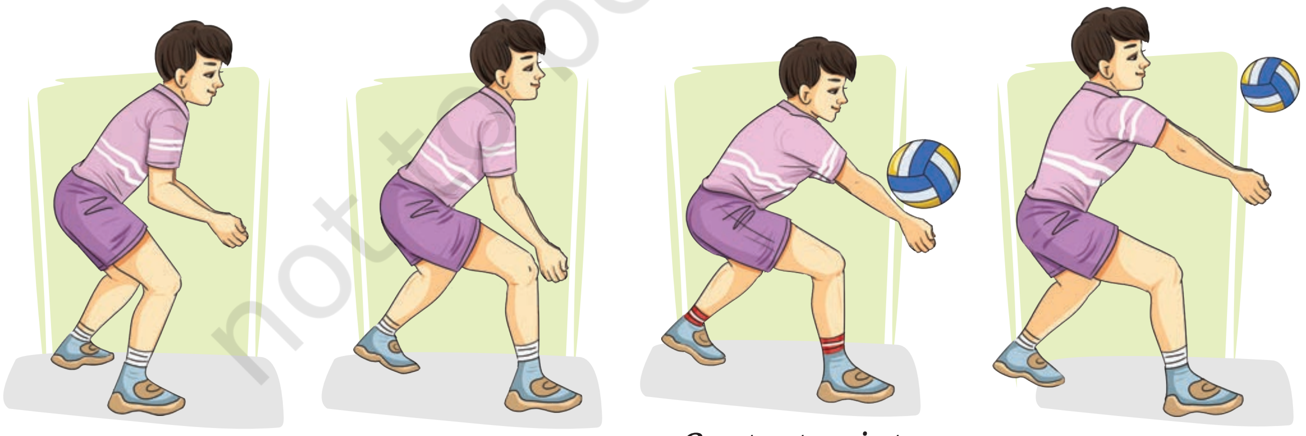

Ready *Move to position* *Contact point* *Extend to target*

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3. **FOLLOW-THROUGH**

- Maintain a stable arm stance and once the ball makes contact, follow through in the desired direction of its trajectory.
- Avoid excessive arm motion, since it can interfere with pass accuracy and the opponent may return the ball at any moment of time.

Lead-up Activity

- Make two teams and ask them to form a circle. On the blow of the whistle, both the teams will start passing the ball with an underhand pass, making sure that the ball doesn't fall.
- If the ball falls, it will be picked up again and the rally will restart.
- After completion of the stipulated time, the team with the minimum number of falls or the maximum number of returns will be the winner.

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Circle time – *Basic moves and strategies*

Discuss about the basic moves, shifting of the body weight and how it deflects the ball trajectory.

Pop Up

During the game, when you use the underhand pass, let your teammates know you're taking the ball by calling "Mine!" loudly and clearly.

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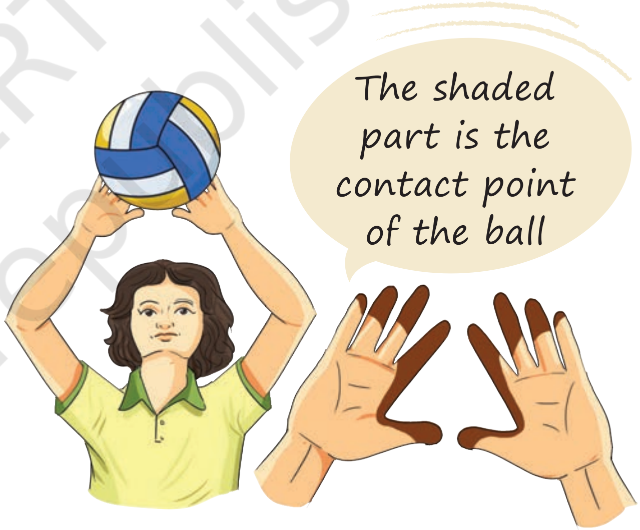
Overhead Pass

Warm-up	Skill	Cool-down	Circle time
Lower limbs rotations, high knee	Overhead Pass	Torso twist, crossed-leg toe touch	*Shapes*

Overhead Pass

The Overhead Pass is either used to set the ball or to receive the ball when the ball comes up to the level of the face.



1. **Hand Position and Ball Contact**
   - Keep the hands above the forehead and use the thumb, and index finger to form a triangle.
   - The ball will make contact with the fingertips, not with the palms, as shown in the figure.

2. **Body Position**
   - Stand with the feet shoulder-width apart and one foot slightly ahead of the other to maintain balance.
   - The knees should be slightly bent, and torso should be positioned under the ball.

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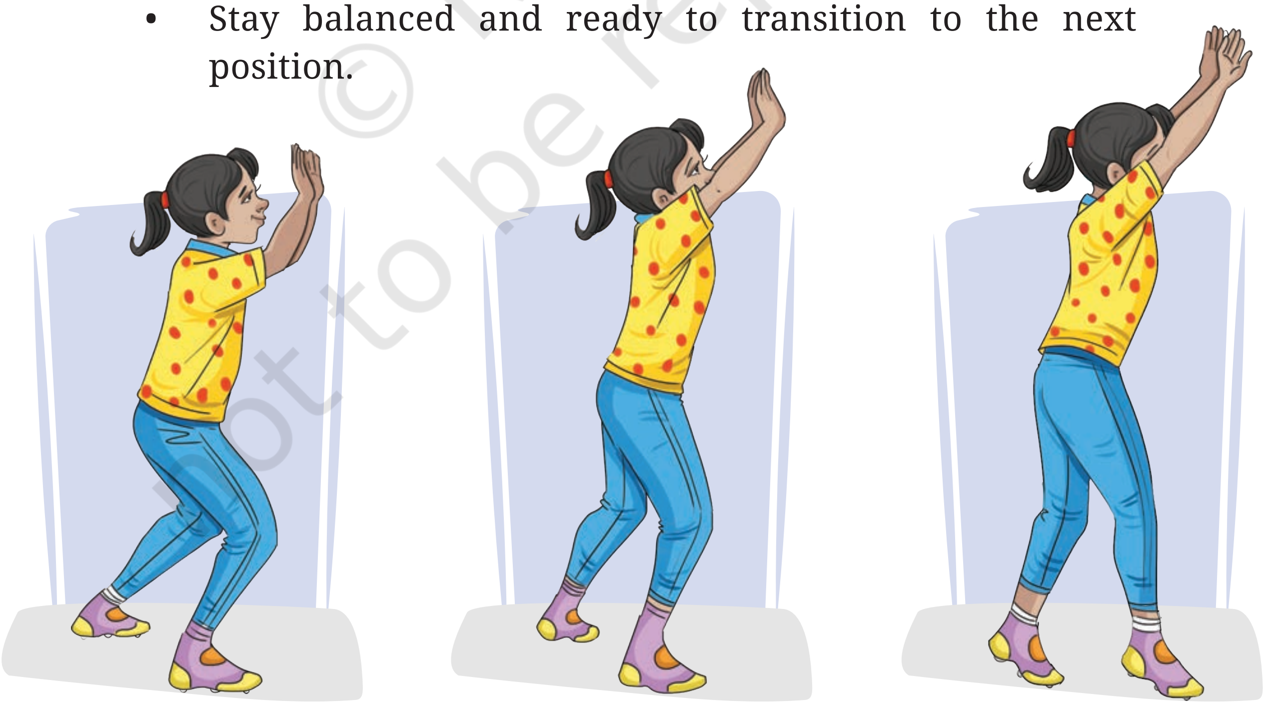
- Bend the elbows slightly and position them outward to create a stable cup-shaped platform for setting the ball.

3. **Execution**
   - Move quickly to the interception point (midline of the body/ ball above the hairline), maintaining a good body stance; stay behind and under the ball.
   - Be balanced and face the direction in which the player wants to return the falling ball.
   - Contact the ball above the hairline, or on the midline of the body and push the ball upwards with the force of the palms.
   - Straighten the lower legs while pushing the ball for accuracy.

4. **Follow-through**
   - Extend your arms fully in the direction following the rising ball.
   - The motion will end with your hands pointing towards the target.
   - Stay balanced and ready to transition to the next position.



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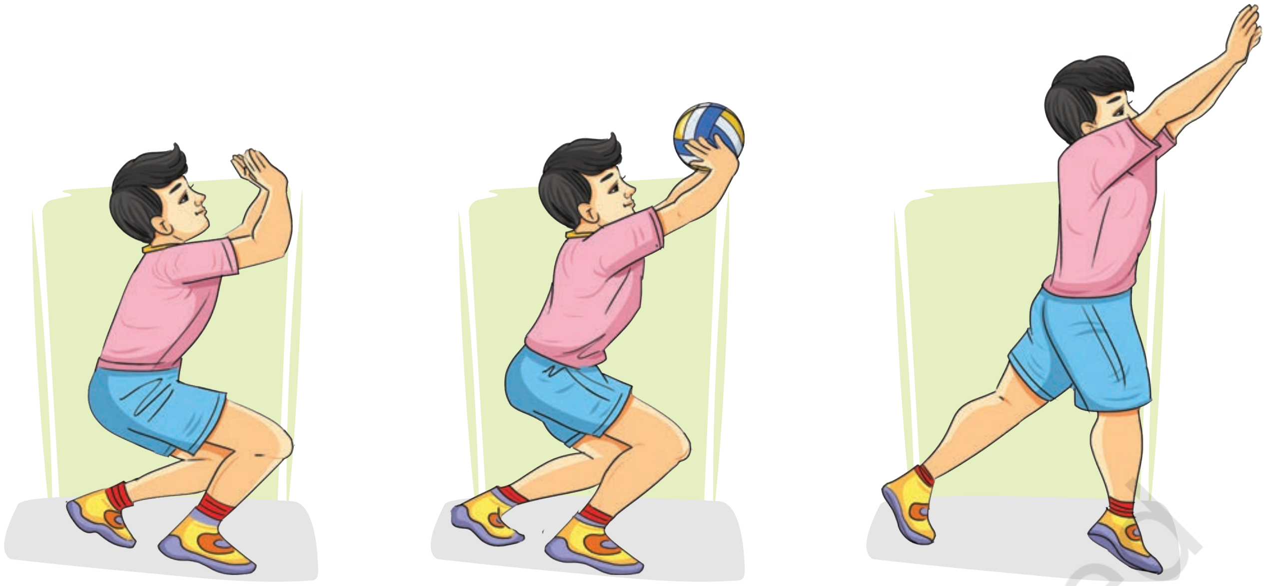

Lead-up Activity

- Make two teams and ask them to form a circle. On the blow of the whistle, both the teams will start passing the ball with an overhand pass, making sure that the ball doesn't fall.
- If the ball falls, it will be picked up again and the rally will restart.
- After completion of the stipulated time, the team with the minimum number of falls or the maximum number of returns will be declared as the winner.

Circle time – *Shapes*

Discuss the shapes formed when making a fist and their importance during a pass. Did we create any other shapes in different joints of the body during the overhand and underhand passes?

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Underhand Serve

Warm-up	Skill	Cool-down	Circle time
Leaping and skipping jumps, arm swings	Underhand Serve	Hip and pelvic muscle stretch, shoulder shrug, hamstring stretch	*Sense of space*

Underhand Serve

The Underhand Serve is a type of serve in volleyball in which the player strikes the ball with an upwards and forward motion, using an underhand swinging technique to send the ball correctly over the net into the opponent's court.

1. Stance

- Place the non-dominant foot slightly ahead while keeping the toes pointed forward. Hold the ball in the non-dominant hand, slightly cupped to prevent it from swaying or falling out of the hand, bend your knees and upper body while maintaining the balance.
- Move the arm that holds the ball, from the lower side of the body in front of the hitting arm, let the ball reach the height of the upper thigh at the side of the body and in front of the hitting arm.
- As the server, move the shoulders towards the ball and shift the hips back, while keeping the upper back straight.

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2. Execution

- Swiftly move the arm in a pendulum-like manner. Next, forcefully swing it forward and use a closed fist to strike the ball's bottom.
- The server's non-dominant foot should be in front when the server shifts the weight onto it.

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3. **Follow-through**

- After the server strikes the ball, the server's arm should continue to move in an upwards arc. To ensure an accurate and straight flight path over the net, raise the arm to its maximum height.
- The server's entire body should move forward and upwards to push the ball over the net.

Lead-up Activity

- Make pairs among all the players.
- One player will serve and the other will catch the ball. After a few serves, the roles will be changed.
- Start with a six metres distance between the players.
- Eventually increase the distance according to the players' skill.

Circle time – *Sense of space*

Does placing the ball in different areas of the court require a change in the passing technique?

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Overhead Serve

Warm-up	Skill	Cool-down	Circle time
Jumping jacks and frog jump, chest and back stretch, quadriceps stretch	Overhead Serve	Pectorals and torso stretch	*Potential and kinetic energy*

Overhand Serve

An Overhead Serve in volleyball is a serve in which the player tosses the ball into the air and strikes it with an overhead arm swing.

1. **Stance**
   - Stand behind the baseline with feet shoulder-width apart and keep one foot in front of the other opposite to the hitting hand.

2. **Execution**
   - Toss the ball with your non-dominant hand. The toss should be near vertical and high enough for a full arm swing while the fall of the ball remains as per the desired path.
   - Step forward with the foot opposite to the serving hand.
   - Swing the serving arm back, next to the head.

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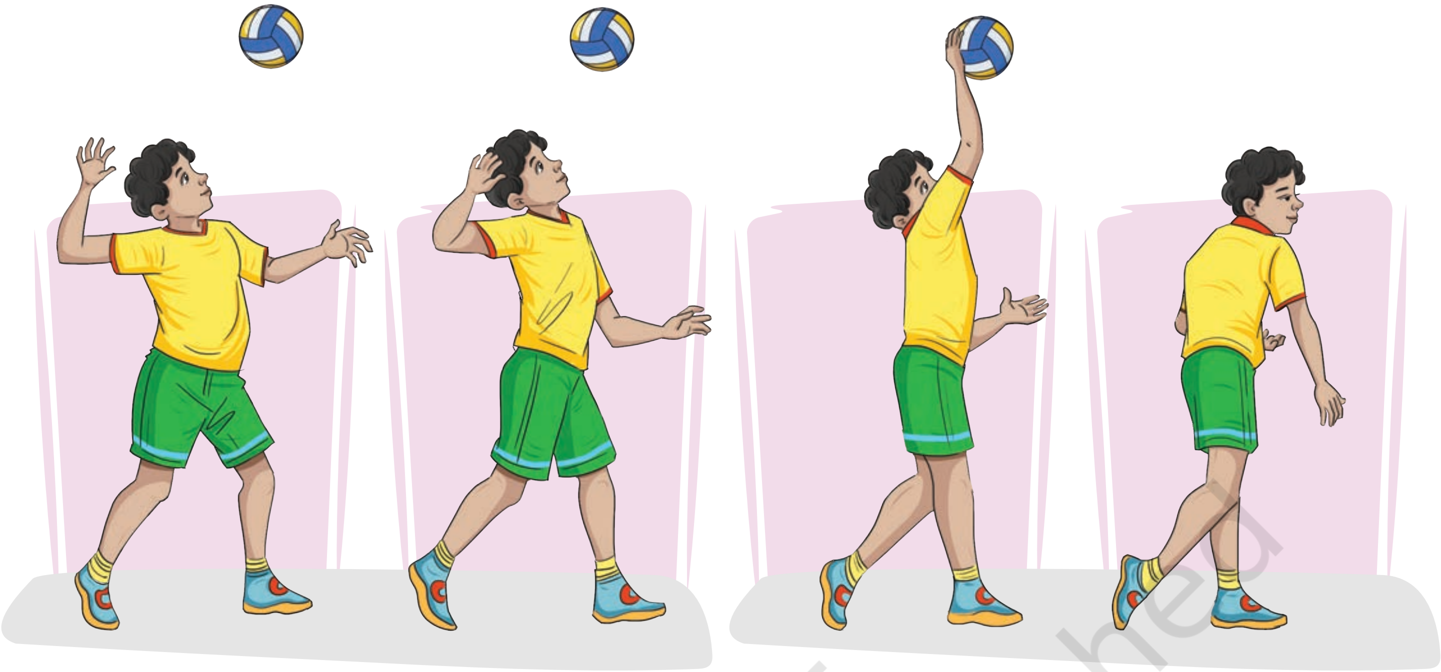

- To bring the dominant hand forward, take the lead with the elbow.
- Use the heel or the base of the palm to smash the ball.

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3. **Follow-through**

- Transfer your weight from the back to the front. After contact, your hand should drop naturally down by the thigh.

Lead-up Activity

- Queue up the players.
- Draw a pentagon on the centre of the opponent's court with its edges touching the end and the sidelines of the court.
- Every player will do ten overhead serves.
- Players will get the scores on the basis of correct overhead serves which land in the marked area.
- If the ball is landing outside the court, zero points will be awarded. The player with the maximum score will be the winner.

Circle time – *Potential and kinetic energy*

Discuss how the human body used potential and kinetic energy while serving during this activity.

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Setting

Warm-up	Skill	Cool-down	Circle time
Jumping jacks and frog jump, chest and back stretch, quadriceps stretch	Setting	Arm shaking and wrist muscles stretch	*Technique*

Setting

In volleyball setting the ball for spiking is an important skill which ensures unexpected movement of the ball to spike and score a point. Setting is also known as boosting.

1. **Stance**

- While keeping an eye on the path of the ball, the setter prepares the body to receive and return the ball so that it goes through a high or low toss near the net helping the spiker to spike comfortably.

- Bend the elbows slightly and position them outwards near the forehead to create a stable cup-shaped platform for setting the ball.

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2. Execution

- On the basis of the fall, the setter will receive and return the ball by an overhand pass and set the ball high or low in the air near the net in a forward or backward direction.

3. Follow-through

- Follow the path and direction of the ball. Complete the action by extending the upper limbs in the direction of the ball.

Lead-up Activity

- Keep a raised table near the net pole and keep a bucket above it.
- One feeder will pass the ball to a setter five times.
- The setter has to set the ball in a way that after crossing the net height by at least 1 feet, it lands in the bucket. If the ball lands in the bucket without going higher than the net height, then the point will not be counted.
- The player with the maximum score shall be the winner.

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Circle time – *Technique*

- Discuss how to determine the spiker who can convert the rally into a point.
- Discuss how to dodge the blockers of the opponent's team by setting the volley.

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Spike

Warm-up	Skill	Cool-down	Circle time
Neck stretch, neck rotation, overhead arm stretch	Spike	Deep breathing exercises and forward bending	*Introspection*

Spike

Spiking a volleyball entails forcefully striking the ball over the net towards the floor of the opponent's court.

1. **Stance**
   - Stand with the feet shoulder-width apart for balance. Position yourself under or slightly behind the ball.
   - Raise the dominant arm, with its elbow bent, slightly behind the head. This results in a powerful angle for the spike.
   - Monitor the ball continuously to anticipate its fall.
   - Maintain constant focus on the ball, especially as it approaches the spiking zone.

2. **Execution**
   - Extend the non-dominant hand upwards while tilting the torso inline in the falling ball's path.
   - Bring the dominant arm down forcefully, making contact with the ball at its highest point.

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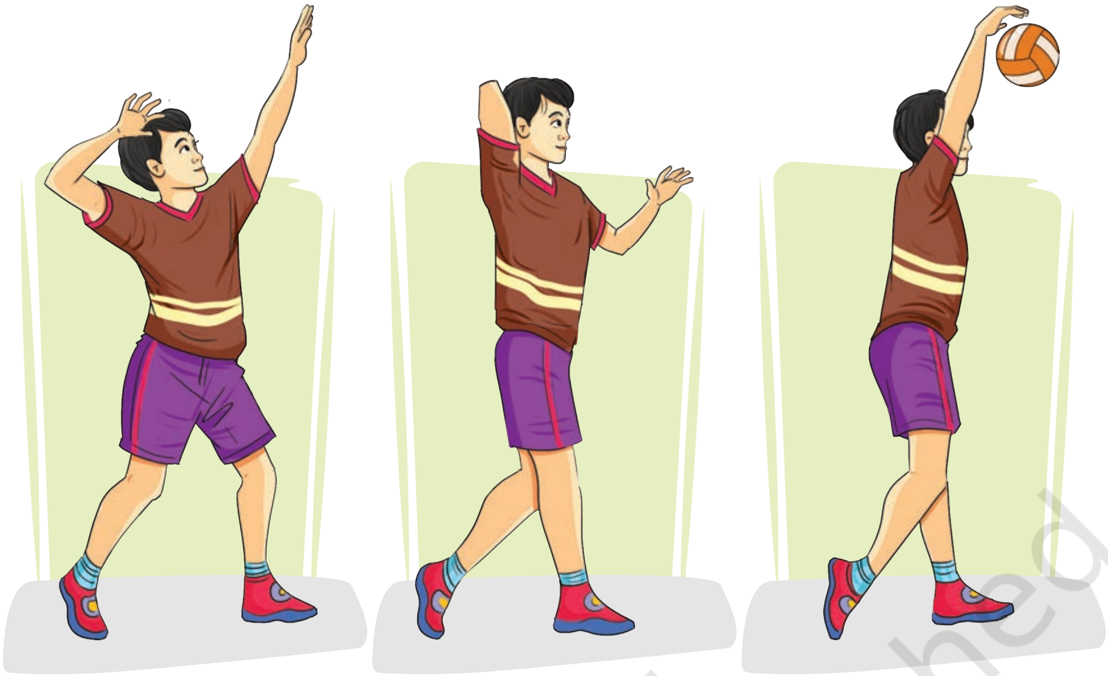

- Aim to spike the ball with your palm.
- To create a spin and a sharp downwards trajectory, spike the ball at the centre or top centre, then lead it downwards with a snapping motion of the wrist.
- While swinging the arm, rotate the torso slightly to generate more power from the core. The power for the spike is generated by the movement of the upper extremities, torso, pelvic and the lower extremities.
- Right-handed players step with their left foot first, then their right foot, and finally their left foot for balance and power. Left-handed players reverse the sequence.

3. **Follow-through**

- After making contact, the motion continues with the arm moving downwards and forward. As the movement finishes, the wrist snaps to direct the ball to the opposite side of the court.

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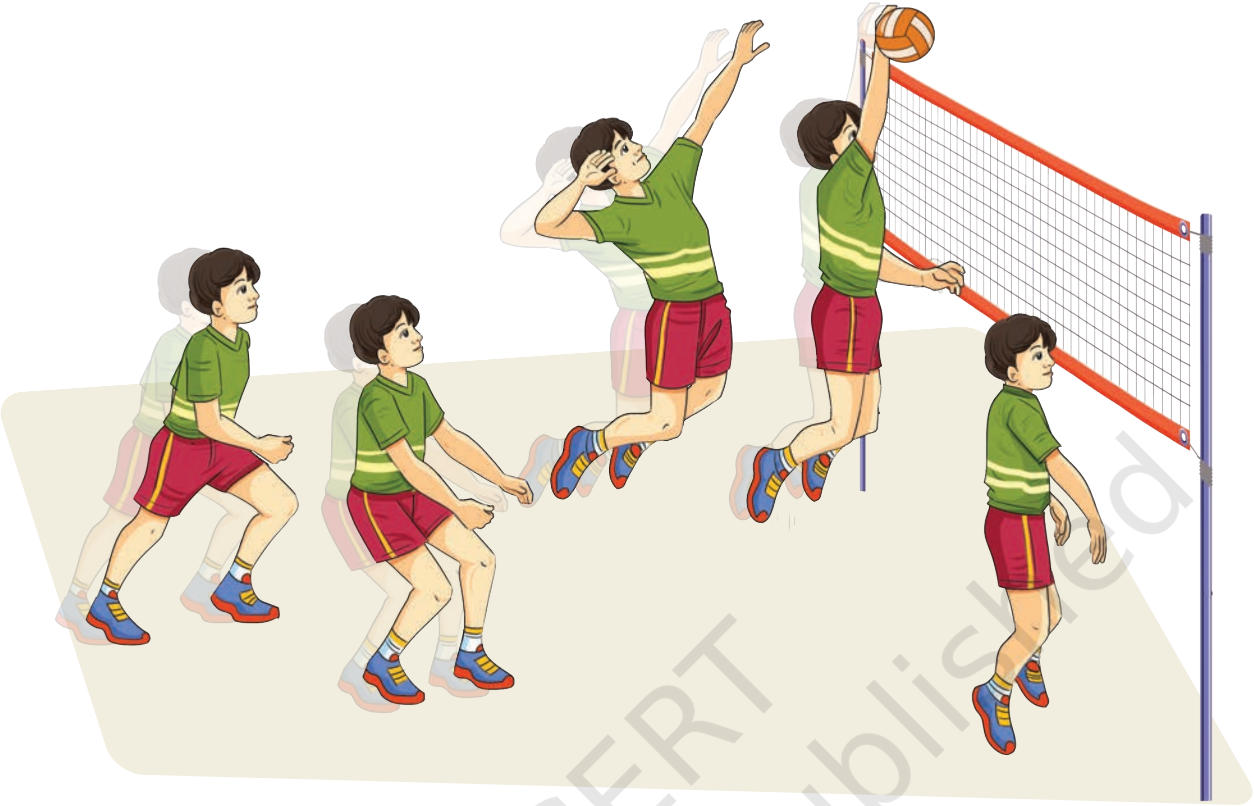

Best angle

Movement of the Arm Swing

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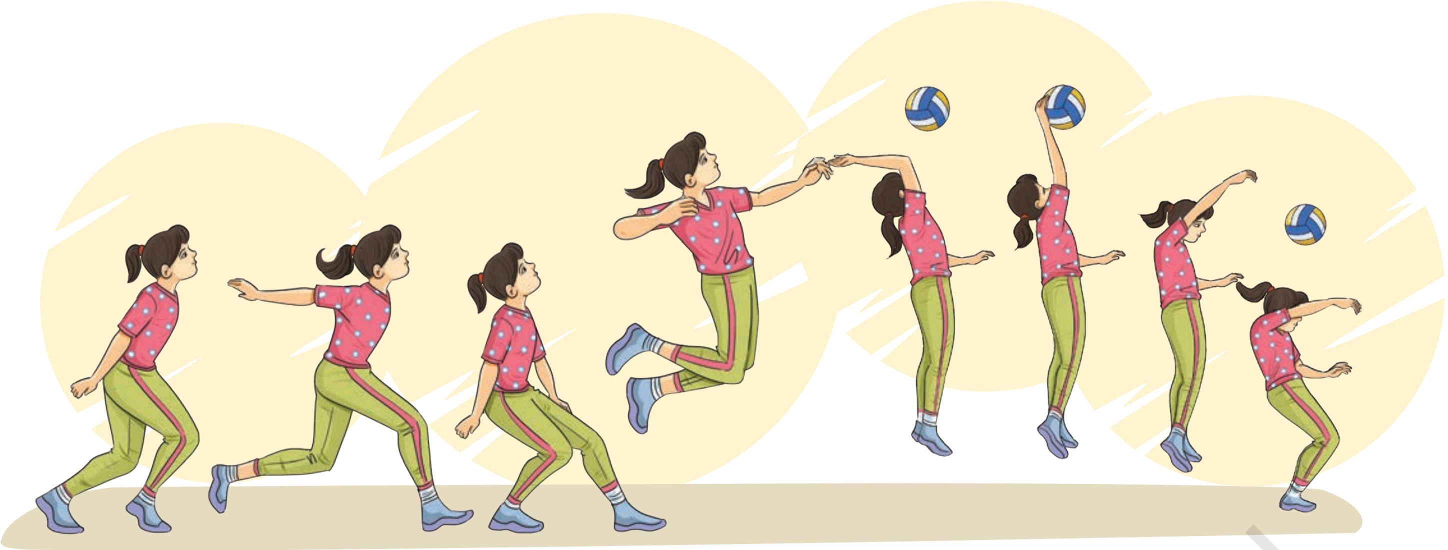

Lead-up Activity

Make pairs in which one player will be the feeder and the other will be the spiker. The spiker will pass the volleyball to the feeder. The feeder will boost the ball high in the air and the spiker will then spike it across the net. After 5 attempts the roles will be changed. The pair with the maximum number of successful spikes across the net will be the winner.

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Circle time – *Introspection*

- Discuss the impacts of claiming more than the actual successful spikes. Will it help you or hold you back from learning the skill?
- Is it more fruitful to resolve conflicts by discussing among two players or is asking for mediation more helpful?
- Discuss which defenders used the right method to catch and hold as suggested in the body position and execution parts above.

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Pop Up

Aim to use the whole body to serve: The role of potential and kinetic energy. To generate a powerful and effective serve, it is important to use the whole body, applying both types of energy.

Potential Energy is stored in the body when a player bends their knees, loads their arm, and prepares to serve. This energy builds up before the movement. Kinetic Energy is released when the player extends their legs, swings their arm, and makes contact with the ball, converting stored energy into motion for a strong serve.

Spiking is also known as smash which can be done from any place of the court but smashing near the net helps more in scoring a point.

Extremities refer to the limbs of the body.

- Upper Extremities: These include the arms, from the shoulder to the hands.
- Lower Extremities: These include the legs, from the hip to the toes.

While performing any activity, spatial attributes describe movement such as distance, while temporal attributes relate to time.

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Block

Warm-up	Skill	Cool-down	Circle time
Leaping and skipping jumps, hip and pelvic muscle stretch	Block	Chest stretch, shoulder circles, cross body shoulder stretch	*Anticipate*

Block

Blocking is a skill which is performed close to the net to intercept the ball spiked from the opponent. It is a defensive move in which defenders try to stop or deflect the ball back to the opponent's side. A block can be executed either solo or with another blocker.

1. **Stance**
   - Standing near the net, with the knees slightly bent and the arms raised, the blocker will be on their toes and ready to move in any direction.

2. **Execution**
   - Extend the hands over the net to face the opponent, the blocker will rise and reach the ball just in front of the spiker in order to block the ball over the net.
   - To direct the ball to the opposing team's court, keep the fingers spread and angle the hands downwards.

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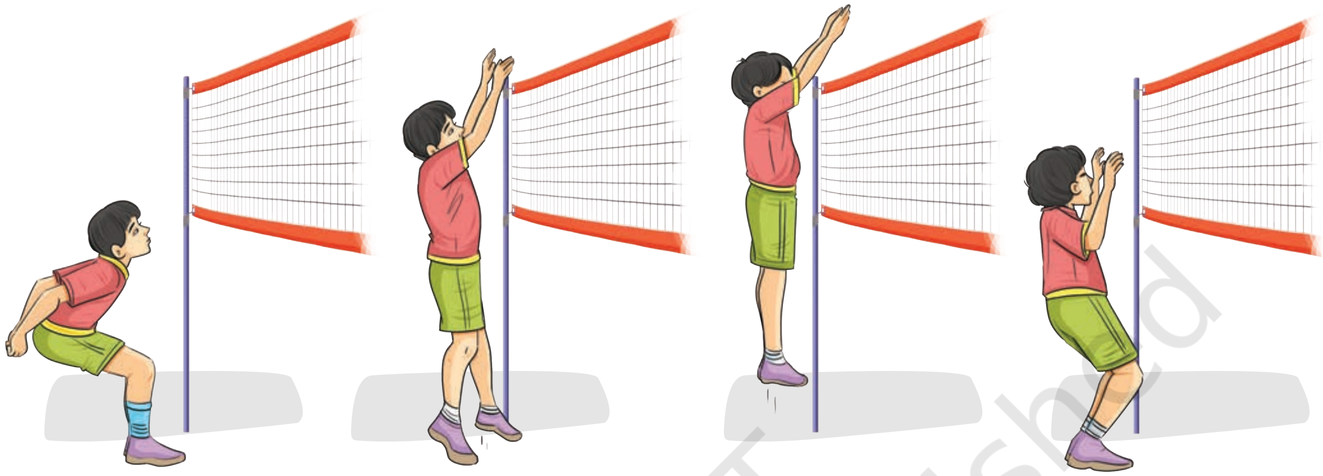
3. **Follow-through (Landing)**

- To minimise the body's impact at the time of the landing, keep the knees bent so that the feet absorb the impact and prepare the body for the next move.



Lead-up Activity

Make multiple players stand in a queue across the net. Every pair will be given a duration of 30 seconds in which they have to jump together and clap each other's palms above the net. At the same time, they have to keep on moving towards the far-side sideline. After 30 seconds, there will be another blow of the whistle and then the blocker has to stop. Now, new pair will start doing the same. While clapping each other's hands, if a player touches the net, the clap will not be counted. The pair with the maximum number of claps will be the winner.

Circle time – *Anticipate*

- Discuss how to anticipate the real spiker and distractor.
- Discuss how to focus on the correct foot movements of spikers during take off for blocking.

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Dig

Warm-up	Skill	Cool-down	Circle time
Leaping and skipping jumps, hip and pelvic muscle stretch	Dig	Chest stretch, shoulder circles, cross body shoulder stretch	*Concentration*

Dig

Dig is a defensive skill used to prevent the ball from touching the ground after an opponent's spike or drop near the net. It involves using the forearms or hands to control and redirect the ball upwards, allowing the team to continue the play.

1. **Stance**
   - Keep the feet shoulder-width apart, knees bent, and body low.
   - Weight should be balanced on the balls of the feet for quick movement.
   - The arms must be extended and the hands must be kept together, forming a strong platform.
   - Diggers must bend their knees to stay low towards the ground and position their hands in front for quick reactions.

2. **Execution**
   - Move quickly to get under the ball.
   - Keep your arms straight and use the forearm to absorb the impact.

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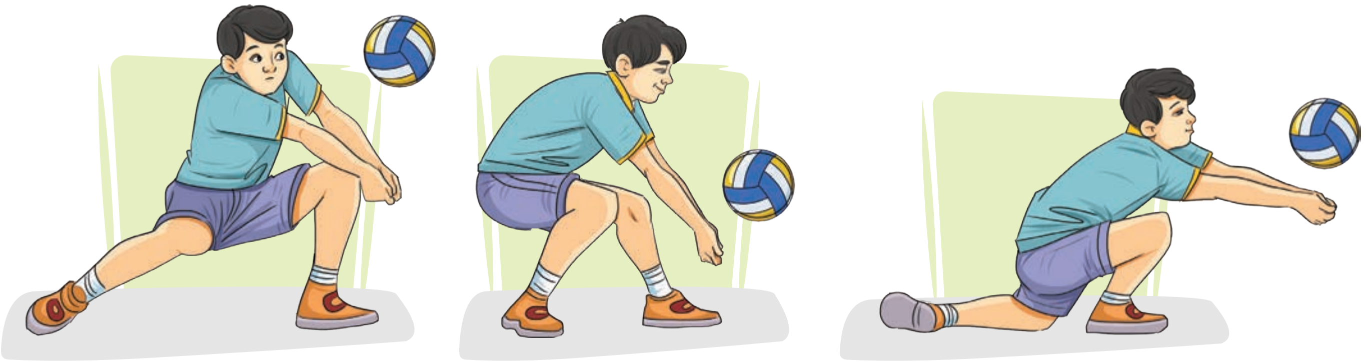

- Angle the forearm to direct the ball towards the setter.
- Use Both Hands: Whenever possible, a dig should be performed with both hands together, forming a contact point to control the ball's direction and prevent it from going out of bounds.
- Avoid Swinging the Arms: Instead of swinging, absorb the ball's impact using the legs and a firm forearm.

3. **Follow-through**
   - Maintain control and balance after contact.
   - In case of a dive, roll the body to neutralise the impact.

Lead-up Activity

A feeder stands four feet ahead of a digger, holding one soft sponge ball in each hand. The digger starts in a squat position with hands joined in a ready stance. The feeder randomly drops one of the balls, and the digger must react quickly to reach, get below the ball, and catch it before it hits the ground. Each digger gets 10 attempts, and the player with the most successful catches is the winner of the drill.

Circle time – *Concentration*

Discuss how the dig helps in the development of concentration.

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Ball Rotation Activity

Warm-up	Activity	Cool-down	Circle time
Leaping and skipping jumps, hip and pelvic muscle stretch	Ball Rotation Activity	Arm swinging, shoulder shrug, hamstring stretch, calf stretch	*Safety measures*

Ball Rotation Activity

- Divide the players into 3 groups, 'Blocker,' 'Spiker,' and 'Setter.'
- From each group, one player will perform the drill.
- The Setter will set the ball for the spiker.
- The Spiker will hit the ball, and the Blocker will block it from the other side of the net.

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- The activity will continue until everyone gets a chance to block, spike and set the ball.

Lead-up Activity

Make two teams. Line up both the teams facing each other on opposing sides at a distance of approximately 6 metres. One player from each team will come in the centre and they will lock elbows with each other. Both players will sing one or two lines of any folk song while moving in a circle. As the first round ends, both the players will try to pull each other towards their own side. The player that successfully pulls the other player towards their side earns one point. Repeat the process until everyone gets their turn.

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Circle time – *Safety measures*

- Discuss how you feel when you help an injured player.
- Discuss how you can ensure your own safety and safety of others.
- Identify and report distress signals like facial expressions to your teacher. Also report physical injuries, including, discomfort in movement, bruises and rashes, blood, intense pain and others.

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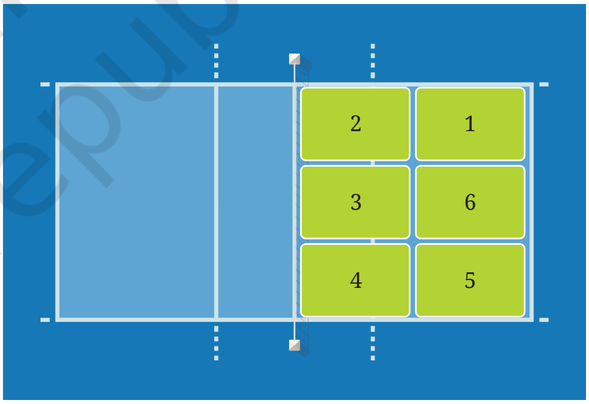
Ace Accuracy Contest

Warm-up	Activity	Cool-down	Circle time
Sliding and galloping, knee hug	Ace Accuracy Contest	Forward lunges and backward lunges, lower limbs rotations	*Eye-hand coordination*

Ace Accuracy Contest

- Make two teams.
- Line them up at the serving line.
- Each player will serve the ball one at a time, trying to get it over the net and if a player serves the ball into the designated target area they will earn an extra point.
- The team with the maximum points wins.



Circle time – *Eye-hand coordination*

Discuss drills to improve eye-hand coordination and listening to the instructions.

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Ball Throw Activity

Warm-up	Activity	Cool-down	Circle time
Sliding and galloping, knee hug and quadriceps stretch	Ball Throw Activity	Torso twist, calf stretch, quadriceps stretch	*Distress*

Ball Throw Activity

- Make a team of six players each.
- The game starts with a player performing an underhand or overhand serve over the net to the opposing team.
- The receiving team will catch the ball, and after catching within 3 seconds, they will have to throw the ball to the opponent's side.
- The players need to stay in their position while throwing the ball.
- When a team wins the serve, they must rotate one position clockwise before serving again.
- Assume your team wins a rally after the opponent serves. Before your team serves, each member must rotate one position clockwise. The back-right player (position 1) moves to the middle of the back row (position 6), and each player follows in a clockwise sequence, with the front-right player (position 2) taking the serving position (position 1).
- The team which reaches eleven points first, wins the game.

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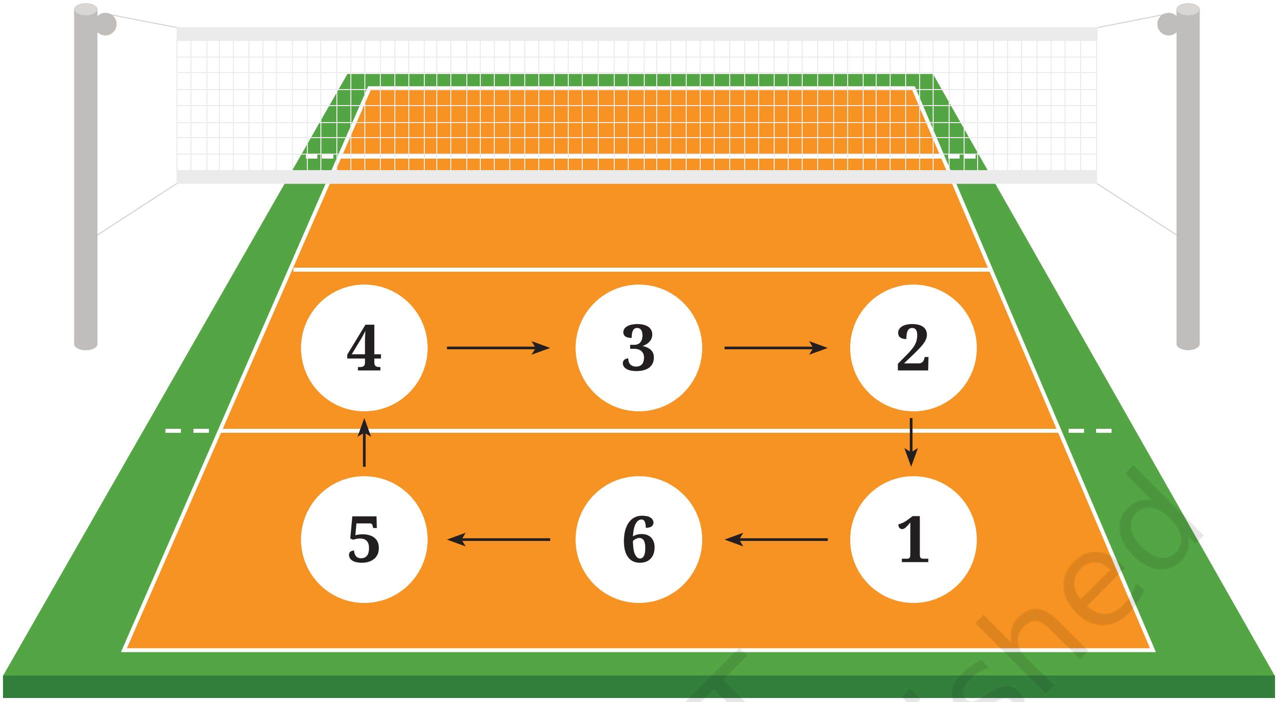

Circle time – *Distress*

Identify and report distress signals like facial expressions to your teacher. Also report physical injuries, including discomfort in movement, bruises and rashes, blood, intense pain and others.

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11-Point Match

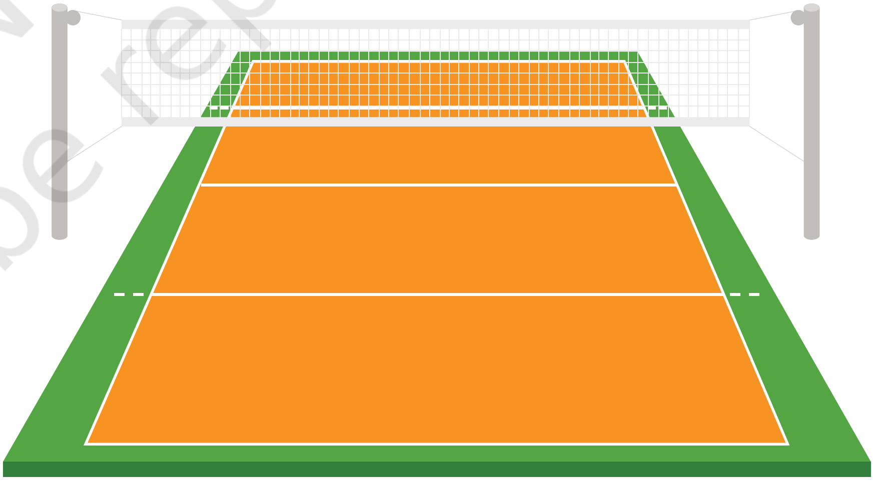
Warm-up	Activity	Cool-down	Circle time
Fast running on the spot, head-to-toe stretch	11-Point Match	Overhead arm stretch, torso twist, crossed-leg toe touch	*Personal behaviour*

11-Point Match

- Make a team of six players each.
- A match will be played for 11 points each. The team who wins the match will play the next round.

Complete the following task:

- Find out the dimensions of a volleyball court.
- Draw the diagram, and label it.
- Find out the basic rules of volleyball and discuss them with your peers.



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Circle time – *Personal behaviour*

Discuss about the personal behaviour during the game and how it felt while appreciating a strong player.

Assessment by Teacher

Pass (Underhand and Overhead)

1	2	3	4	5
The student needs more practise to comfortably pass the ball in the game.	The student is able to demonstrate both underhand and overhead pass.	The student is able to correctly perform either underhand and overhead pass to the other students.	The student is able to use both underhand and overhead pass according to the requirement of the game.	The student is able to assess and appreciate a good pass performed by the opponent.

Serve (Underhand and Overhand)

1	2	3	4	5
The student needs more practise of serves to comfortably use it in the game.	The student is able to demonstrate both underhand and overhand serve.	The student is able to correctly perform either underhand or overhand serve.	The student is able to decide which type of the serve should be used for next rally.	The student is able to assess and appreciate a good serve of the opponent.

Spike

1	2	3	4	5
The student needs more practise of spike to comfortably use it in the game.	The student is able to demonstrate spike.	The student is able to correctly spike.	The student is able to decide when to perform spike should be used for next rally.	The student is able to assess and appreciate a good spike of the opponent.

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Block

1	2	3	4	5
The student needs more practise of blocks to comfortably use it against the attacks.	The student is able to demonstrate blocks against the attack.	The student is able to correctly perform blocks against the attack.	The student is able to perform blocks against the attack according to the requirement of the game.	The student is able to assess and appreciate a good block against an attack by the opponent.

Digging

1	2	3	4	5
The student needs more practise of digging to comfortably use it.	The student is able to demonstrate digging.	The student is able to correctly perform digging.	The student is able to perform digging according to the requirement of the game.	The student is able to assess and appreciate a good digging by the opponent.

Overcoming Self-distress

1	2	3	4	5
The student reacts emotionally or impulsively without attempting to reduce distress.	The student struggles to solve problems and avoids self-reflection.	The student makes simple attempts to think and solve problems, but with little success.	The student tries to think issues thoroughly and find solutions, but occasionally reacts emotionally.	The student learns from upsetting experiences and approaches problems with composure.

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UNIT 6

Yoga

Yoga is a journey of self-discovery that balances our body, mind, and inner self. This holistic approach nurtures our physical, mental, emotional, intellectual, and spiritual well-being. Furthermore, the practice of yoga strengthens us from within and cultivates determination, inner strength, and courage. In Grade 8, we will explore how yoga helps us find inner peace and gain a deeper understanding of ourselves. We will also explore the philosophical roots of yoga, understanding its ancient wisdom, and how it remains relevant in our modern lives. Let us prepare to embark on this beautiful journey that will transform us into healthy, happy, and peaceful individuals.

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About Yoga

Yoga is more than just stretching and bending; it is an ancient science that guides us towards a harmonious life. It teaches us how to cultivate a natural balance among the body, mind and emotions. This inner harmony is inspired by nature's perfect balance, just as it harmonises day and night or the changing seasons. The Bhagavad Gita defines yoga as "*samatvam yoga uchyate* (2.48)", meaning "Yoga is a state of balance."

The key to achieving this state is to focus on the present moment, and enjoying what is happening right now rather than dwelling on the past or anticipating the future. This practice naturally reduces stress and brings freedom from desires. Furthermore, it helps us mindfully connect with the world while teaching us to be kind, compassionate, and understanding towards others' feelings. Let us now turn our attention to the yoga practices that further deepen our connection to the present moment.

Do you remember those amazing yoga poses we learnt in Grade 7, like the graceful *Marjariāsana* and the energising *Sūrya Namaskāra*? We explored the concept of *Pancha Kośha* to gain a deeper understanding of the different layers of the self. We even mastered some challenging poses like the Utakatāsana, *Sarvāgāsana*, *Danurāsana*, and the *Matsyāsana*. We also learnt to regulate our breath with *Bhastrika Prāṇāyāma* and discovered the benefits of *Hasta Mudrā*. Now, let us continue this fascinating journey by deepening our understanding, and learning a few more practices.

In this grade, we will explore how yoga can support us, particularly as we navigate changes and learn to manage our emotions. We will explore *Yama* and *Niyama* and learn how to apply them in our daily lives. We will also learn *Sūkṣhma Vyāyāma*, *Sthula Vyāyāma*, *Sūrya Namaskāra*, *āsana*

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(yoga postures), relaxation techniques, *Hasta Mudrās* (hand gestures), *Ṣaṭkarma* (cleansing practices), *Prāṇāyāma* (breathing exercises), *Pratyāhāra* (learning to control our senses), *Dhāraṇā* (focusing our minds), *Dhyāna* (meditation), and *Krīḍā Yoga* (yoga games). These practices will help us concentrate, manage distractions, and find inner peace in the present moment.

Yoga session structure for teachers

To begin the yoga session, recite the following prayer. This opening prayer is a special way to express gratitude to Maharishi Patañjali for his teachings that promote a healthy mind, clear speech, and a healthy body.

General instructions to begin and end a yoga session

- Sit comfortably in *Sukhāsana* with the spine upright.
- Close your eyes, relax the facial muscles, and bring awareness to the breath.
- Place the hands in *Chin Mudrā* and observe the natural rhythm of the breath for a few moments.
- Then, take a deep, slow breath in. As the breath is released, gently chant "*Om*."
- Bring the hands to *Namaskāra Mudrā* and chant the following prayer.
- Notice any changes or sensations that arise after chanting.
- Rub the palms together softly, place them over the closed eyes, and gently open the eyes into the warmth of the hands.

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Opening Prayer

योगेन चित्तस्य पदेन वाचां ।
मलं शरीरस्य च वैद्यकेन ॥
योऽपाकरोत्तमं प्रवरं मुनीनां ।
पतञ्जलिं प्राञ्जलिरानतोऽस्मि ॥

Yōgēna Chittasya Padēna Vāchām |
Malaṁ Śharīrasya Cha Vaidyakēna ||
Yō’pākarōttamam Pravaram Munīnām |
Patañjalim Prāñjalirānatō’smi ||

Meaning of the prayer

I bow with folded hands to the great Maharishi Patañjali, who removes the impurities of the mind through yoga (*Yoga Sutrā*), the impurities of speech through grammar (*Vyākaraṇa*), and the impurities of the body through medicine (*Āyurveda*).

After the opening prayer, follow the session plan for various yogic activities. These activities include *Yama* and *Niyama*, *Sūkṣhma Vyāyāma*, *Śhithilīkarana Vyāyāma*, *āsanas*, *Prāṇāyāma*, *Pratyāhāra*, relaxation, *Dhāranā*, *Dhyāna*, and *Krīḍā Yoga*.

End each yoga session with the closing prayer given below. This prayer helps students absorb knowledge and reinforces the day’s learning in a positive and joyful way.

Closing Prayer

ॐ सर्वे भवन्तु सुखिनः
सर्वे सन्तु निरामयाः ।
सर्वे भद्राणि पश्यन्तु
मा कश्चिद्दुःखभाग्भवेत् ।
ॐ शान्तिः शान्तिः शान्तिः ॥

Om Sarve Bhavantu Sukhinah
Sarve Santu Nirāmayāh |
Sarve Bhadrāni Paśhyantu
Mā Kaśhchidduhkhabhāgbhavet |
Om Śhāntih Śhāntih Śhāntih ||

Meaning of the Prayer

May all be happy. May all be free from illness. May all see what is auspicious. May no one suffer. Let there be peace everywhere.

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Chapter 1
Yoga for Daily Life

Yoga, with its rich and vast history, has been practised for thousands of years. Over time, various masters documented their techniques and experiences in ancient yoga texts. These texts are more than just books; they are treasure chests holding the profound wisdom of yoga masters. This wisdom passed down through generations, illuminates the path of yoga, offering guidance on ethical living, physical postures, breath regulation, and mental discipline.

Some of the most important yoga texts are as follows:

- ***Patañjali Yoga Sutra:*** Maharishi Patañjali's *Yoga Sutra* is the initial systematic text of *yoga sādhana*. It has four *pāda* (chapters), and contains 195 short, concise, and powerful statements that guide us on the path of yoga. These *sutras* teach us various important concepts, such as *Ashtānga Yoga*.
- ***Haṭha Pradīpikā:*** This text discusses the practical aspects of yoga and is divided into 4 chapters. Swami Svātmārāma is the author of this text. It explains how to practise *āsanas*, *Ṣhaṭkarma* (six cleansing techniques), *Prāṇāyāma*, *mudrā*, *Bandha* (neuromuscular or energy locks—muscle contractions that facilitate energy flow) and *Samādhi*.
- ***Gheranḍa Samhitā:*** The *Gheranḍa Samhitā*, written by Rishi Gheranḍa, is a practical guide to yoga comprising seven chapters. It teaches *Saptānga Yoga*, a step-by-step method that begins with body exercises and leads to inner understanding. It talks about *Ṣhaṭkarma*, *āsana*, *mudrā*, *Pratyāhāra*, *Prāṇāyāma*, *Dhyāna* and *Samādhi*.

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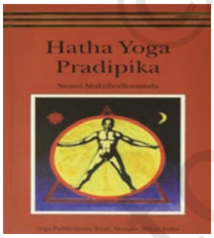
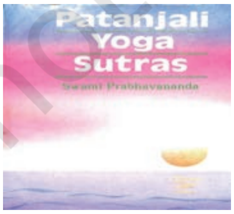
The *Bhagvad Gītā*, an ancient scripture, shares deep wisdom about Yoga, with Shri Krishna guiding Arjuna through various paths of yoga across 18 chapters. Similarly, the *Yoga Vaśistha*, a revered text, features Sage Vaśistha illuminating Shri Rama on yogic principles for understanding life and finding inner peace. Both these texts, along with Maharishi Patañjali's structured *Yoga Sutras* and the practical guidance found in the *Haṭha Pradīpikā* and *Gheraṇḍa Saṃhitā*, offer valuable insights into the core ideas and teachings of yoga from different periods of ancient Indian history. These texts emphasise that yoga is much more than just physical postures; it is a holistic way of living. By understanding and applying their teachings, we can enhance our physical and mental well-being, learn to live with integrity and mindfulness, become better individuals, and contribute positively to society.

Activity 1

Write a few sentences in your own words on the texts given in boxes. Name your favourite sacred text or philosophical scripture in the box below.

1.		
2.		

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3.		
4.		

Activity 2

Find your yoga treasure!

1. Try to find a quote or explanation about yoga that inspires you. This could be a saying from the *Yoga Sutrās*, a verse from the *Bhagavad Gītā*, or any other spiritual text or words from a great person.
2. Write down what the quote or explanation means to you in a few sentences.
3. Share your favourite quote and its meaning with your classmates or family members.
4. Now, let us create a yoga quote collage! Collect your favourite inspiring quotes about yoga and arrange them into a visual display.

Notes for the teacher

- Help the children understand the teachings by inviting them to share their thoughts and engage in open discussions.
- Motivate them to practise the principles of yoga in their daily lives, such as compassion, discipline, and honesty.

Having explored the ancient texts, let us now learn about their practical application through the practice of *Yama* and *Niyama*.

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Yama and Niyama

Yama

As we all know, *Ashtāṅga Yoga* consists of eight limbs, the first of which is *Yama*. *Yamas* are universal guidelines for being good that everyone, everywhere, at any time, should try to follow, regardless of their religion or region. *Yama's* principles help us become good citizens who care for others. Patañjali's *Yoga Sutras* explain these disciplines as follows:

अहिंसासत्यास्तेयब्रह्मचर्यापरिग्रहा यमाः ॥ २.३० ॥

Ahimsāsatyāsteyabrahmacharyāparigrahā Yamah || 2.30 ||

Yama consists of five principles: *Ahimsā* (non-violence), *Satya* (truthfulness), *Asteya* (non-stealing), *Brahmacharya* (moderation), and *Aparigraha* (non-possessiveness).

By practising these *Yamas*, we can create a peaceful and harmonious society where everyone feels valued and respected.

Activity 3

Understanding the *Yamas*

1. Choose any one *Yama*, and explain it in your own words with the help of an example. How would you practice it in your day-to-day life? You can also draw a simple picture to illustrate it.
2. Discuss in the group how the *Yamas* can help us become responsible citizens.

Activity 4

Yamas in Action

Imagine the following situations. For each situation, write down how you would act and explain why.

- A friend is spreading false rumours about you to other classmates.
- You find a lost wallet with money at the school playground.

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- You want to buy a new expensive item such as a mobile, even though your old item is still working.
- You go to the fair and spot your favourite ice cream. You want to buy it even though you are suffering from a cold.

Now, create one situation related to the above *yamas*.

Notes for the teacher

- Encourage students to relate the *yamas* to their experiences.
- Facilitate a class discussion following the activity, allowing students to share their answers and perspectives.
- Emphasise that even small actions can make a difference.

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Now, let us explore yogic concepts for cultivating ourselves into better individuals.

Niyama

Through *Yamas*, we learn to interact with the world in a kind and honest manner. *Niyamas* help us focus on our inner self. Maharishi Patañjali provides us with five *Niyamas*, personal guidelines that help us lead a joyful and fulfilling life.

The five *Niyamas* are *Śhaucha* (cleanliness), *Santoṣha* (contentment), *Tapas* (self-discipline), *Svādhyāya* (self-study), and *Īśhvara Praṇidhāna* (surrender to the divine). *Niyama* teaches us to look within, rather than focusing solely on what is happening around us.

शौचसन्तोषतपःस्वाध्यायेश्वरप्रणिधानानि नियमाः ॥ २.३२॥

śhauchasantoṣhatapahsvādhyāyeśvarapraṇidhānāni niyamah || 2.32 ||

1. ***Śhaucha* (Cleanliness):** *Śhaucha* means physical and mental purity. We can practise it by keeping the body clean, eating a healthy diet and exercising regularly. For mental purity, we can chant the mantras (*japa*), perform selfless service, and cultivate cheerfulness and compassion for others.

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2. ***Santoṣha* (Contentment):** *Santoṣha* means finding joy and peace. It teaches us that true happiness is not just about having more things, but instead, it is about appreciating what you already have in your life. When we practice *Santoṣha*, we feel calm and at ease. We can also cultivate a deeper sense of contentment by appreciating the good in others, being kind to everyone, finding joy in giving, and learning to forgive. This does not mean we ignore our potential to grow, instead, it is about truly enjoying what we have, even with its limitations, much like a child who finds pure happiness in small, simple things.
3. ***Tapas* (Self-discipline):** *Tapas* means self-discipline, dedication, and determination. Cultivating *tapas* empowers us with the inner strength to pursue our goals and navigate life's challenges diligently. It is the willpower that enables us to remain disciplined in our actions, stay consistent in our efforts, and even willingly set aside immediate comforts for the sake of achieving a larger objective.
4. ***Svādhyāya* (Self-study):** *Svādhyāya* means self-study, which helps us develop self-discipline. We can understand ourselves better through activities like reading, meditation, and self-reflection. Even when we do any task with focus and effort, we learn more about ourselves. Additionally, gaining knowledge through books and experienced persons enriches your understanding and makes life easier and happier.
5. ***Īśhvara Praṇidhāna* (Surrender to the divine):** *Īśhvara Praṇidhāna* means completely surrendering to a higher power. By regularly engaging in self-study, we grow in self-awareness, which in turn can lead us to develop a deep trust in this higher power. We can nurture this profound devotion by practising *bhakti* such as through prayer and by reading inspiring devotional texts. This dedicated practice

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has the power to transform our entire being, preparing us to understand and live a life of higher purpose.

Activity 5

Let us understand and apply the five *Niyamas* in our daily lives. For each *Niyamas* explain how it helps you live a better life by using the questions below as a guide.

1. Choose just one of the five *Niyamas* that you want to focus on for a short while.
2. Instead of a big goal, think of one small, simple wish related to that *Niyama.* If you choose 'being more organised', your small wish could be 'I want to feel happy with whatever I already have.'
3. How will you know if you are making your small wish come true?
4. Is your small wish something you can really do?
5. Why would making this small wish come true be a good thing for you?
6. How long do you hope to make this small wish happen?

Śhaucha: Physical and mental purity

Let us learn more about *Śhaucha. Śhaucha* refers not only to the physical cleanliness of the body but also to the mental purity of the mind. To maintain mental purity or health, let us explore and understand the *Ariṣaḍvargas*, which are like enemies of the mind.

The *Ariṣhaḍvargas* are six negative forces that can disturb our minds. They are:

Ariṣhaḍvargas (Six major enemies of the mind)					
Desire (*Kāma*)	Anger (*Krodha*)	Greed (*Lobha*)	Attachment (*Moha*)	Arrogance (*Mada*)	Jealousy (*Matsarya*)

Think of your mind as a calm, clear pond. *Śhaucha* means keeping this mental pond clean and free from any dirt. When the pond is clear, you can see everything within it beautifully. But if it gets dirty, everything becomes blurry and hard to see.

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Let us read a story to gain a deeper understanding of how to keep our mental pond pure and clear.

The story of Anjali and the clear pond

Anjali, a young teenager, often found solace in observing the village pond. Its usual state of pristine clarity, mirroring the expansive sky, evoked a sense of tranquillity and joy within her. The pond's transparency allowed her to witness the vibrant life beneath the surface, where she observed the fish in their natural habitat. However, the pond's condition was not always peaceful. Following turbulent weather or instances of pollution, the water would become murky and disturbed. This transformation saddened Anjali, as the loss of the clear reflection obscured the pond's beauty, concealed its inhabitants, and created an overall sense of disorder.

One day, Anjali's grandmother used the pond as an example to explain the nature of the human mind. She explained that when our thoughts are pure and untainted— Śhaucha— we

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experience a state of mental clarity and emotional well-being, much like the pond in its clear state. We can perceive situations and emotions with accuracy and achieve inner peace. However, negative emotions, such as envy, anger, greed, attachment, and sadness, act like pollutants, clouding our minds and distorting our perceptions.

Anjali understood the analogy and began to apply the principle of purity, or Śhaucha, to her mental state. When she experienced feelings of superiority or a desire to be the best, she reminded herself of the unique strengths and talents inherent in every individual. When confronted with anger towards her brother, she practised mindful breathing and sought to understand his perspective. She discovered that by maintaining a clear and uncluttered mind, she was able to experience greater peace, improved focus, and healthier relationships. She recognised that cultivating inner purity was essential for a fulfilling and balanced life.

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Activity 6

1. Look at the messy thought bubble and clear thought bubble and write your messy thoughts in the speech bubble in simple words. For example, "I want more toys", "Wanting too much, getting angry easily, feeling jealous."
2. In the clear thought bubble write down the clear thought or the way you want to deal with the messy thoughts in simple words. For example, "It is okay to want things, but I have what I need." "Remind yourself to be grateful for what you have, take three deep breaths before reacting, focus on enjoying what you have right now, congratulate your friend genuinely and focus on your own strengths."

Messy thoughts

Clear thoughts

3. Draw lines connecting each 'messy thought' bubble to a 'clear thought' bubble that could help deal with it.
4. If your mind feels like a garden with messy weeds, what is one small thing you can do today to start taking care of it?

Just as Anjali learned to keep her mental pond clear, the *Yama* and *Niyama* principles guide us in living a clean and pure life, both in our actions and thoughts. By following these guidelines, we can keep the 'waters' of our minds calm and clear, leading to inner peace and a better understanding of ourselves and the world around us.

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Chapter 2

Yoga Sādhana

Just like learning to play music requires time and regular practice, yoga also demands strong willpower and consistent effort. This steady, long-term practice in yoga is known as *Abhyasa*. *Abhyasa* means practising regularly without giving up or getting distracted and doing so with respect. By engaging in *Abhyasa*, we can develop the right mindset and a strong foundation for our yoga journey.

When yoga is practised consistently, it enables us to apply the right kind of effort, focus, and energy and work efficiently towards achieving our goals. This mindset can help us succeed in various areas of life, such as studies, art, sports, and more.

Sūkṣhma Vyāyāma (Joint loosening practices)

Do you remember those exercises we did in the previous grade to loosen our shoulders and neck muscles? This year, we will learn some new exercises to loosen the muscles of our hips, legs, and ankles.

You might remember learning about *Sūkṣhma Vyāyāma* in previous grades. These gentle exercises are like a warm-up for our body. They improve joint mobility, reduce stress, and enhance flexibility and strength.

Let us now learn *Sūkṣhma Vyāyāma* for the body's lower limbs, such as the toes, ankles, knees, and hips. This set of practices helps to loosen the joints and improve flexibility. These practices are also known as the *Pawanamuktāsana* series.

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1. *Padānguli Naman* (Toes Bending)

Sthiti

Sthiti

Step 1: While inhaling, spread the toes of both feet.

Step 2: While exhaling, compress the toes. This completes one round.

Repeat this practice for 10 to 15 rounds.

Come to *viśhrānti*.

Step 1

Step 2

Viśhrānti

2. *Goolf Naman* (Ankle Bending)

Sthiti

Step 1: While inhaling, stretch both feet forward.

Step 2: While exhaling, bend both feet backwards. This completes one round.

Repeat this practice for 10 to 15 rounds.

Come to *viśhrānti*.

Sthiti

Step 1

Step 2

Viśhrānti

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3. *Goolf Chakra* (Ankle Rotation)

Sthiti

STEP 1: Slowly rotate both feet clockwise for 5 rounds.

STEP 2: After completing, rotate both feet anticlockwise for 5 rounds.

Come to *viśhrānti*.

Sthiti

Step 1

Step 2

Viśhrānti

4. *Janu Naman* (Knee Bending)

Sthiti

STEP 1: Bend the right knee and hold it with your hands.

STEP 2: While inhaling, straighten the right leg.

STEP 3: While exhaling, bend the leg at the knee. This completes one round. Continue for 5–10 rounds.

STEP 4: Release the folded leg.

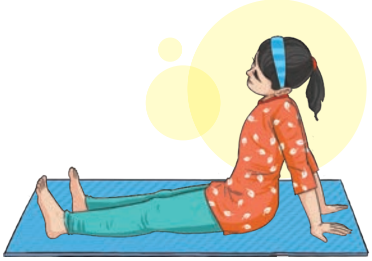
Come to *viśhrānti*.

Repeat the same sequence with the other leg.

Sthiti

Step 1

Step 2



Viśhrānti

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5. *Janu Chakra* (Knee Rotation)

Sthiti

Sthiti

STEP 1: Bend the right knee and hold it with your hands.

STEP 2: Gently rotate the lower leg in a clockwise direction, moving it from the knee. Repeat for 3–5 rounds.

STEP 3: Now gently rotate the lower leg in an anticlockwise direction, moving it from the knee. Repeat for 3–5 rounds.

STEP 4: Release the folded leg.

Come to *viśhrānti*. Repeat the same sequence with the left leg.

Step 1

Step 2

Viśhrānti

6. *Ardha Titali* (Half Butterfly)

Sthiti

STEP 1: Bend your right leg and place your right foot on your left thigh. Place your right hand on your right knee and hold your right foot with your left hand.

STEP 2: While inhaling, gently move the right knee towards the chest.

STEP 3: While exhaling, gently push the knee downwards and try to touch it to the floor. This completes one round. Practice 10–15 up-and-down movements.

Sthiti

Step 1

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STEP 4: Release the folded leg.

Come to *viśhrānti*.

Repeat the same sequence with the other leg.

Step 2

Viśhrānti

7. *Poorna Titali* (Full Butterfly)

Sthiti

STEP 1: Bend the knees and bring the soles of the feet together, pulling the heels close to the body. Hold the feet with both hands.

STEP 2: Gently move the knees up and down towards the floor. Do not use any force. Repeat the practice for 10–20 rounds. Release the folded legs after the practice.

Come to *viśhrānti*.

Sthiti

Step 1

Step 2

Viśhrānti

Notes for the teacher

- Encourage the students to practise with awareness and correct breathing patterns.
- Once the students master these practices, other variations can be introduced. Refer to previous grade textbooks.
- After every two or three practices, the teacher can ask the students to close their eyes and quietly focus on their natural breathing. This will help them bring mindfulness (awareness) to all the joints that were practised.

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Sthūla Vyāyāma

In the previous grade, we learnt about spinal flexibility. In this grade, let us explore *Sthūla vyāyāma* and improve our physical stamina.

Sthūla vyāyāma refers to a set of yogic exercises involving more vigorous movements than simple stretches. These exercises help improve overall physical fitness, strength, and flexibility. Often called 'loosening exercises', *Sthūla vyāyāma* typically involves repetitive movements that prepare the body for more advanced yoga practices or other physical activities. Think of them as a way to warm up the body and prepare it for more intense activity.

1. *Rekhā gati* (line walking)

Come to a standing posture.

Step 1: Stand with your left foot flat on the ground. Bring your right foot forward. Place the heel of your right foot so it gently touches the toes of your left foot.

Step 2: Take twenty steps forward. With each step, make sure the heel of your front foot touches the toes of your back foot. Try to walk in a straight line as you take these steps.

Relax in *viśhrānti*.

Benefits

- This *vyāyāma* helps to improve focus and balance.

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2. *Hriday-gati* (yogic jogging)

Also known as the 'Locomotive Exercise', it is named so because it resembles a moving train engine.

Come to a standing posture.

STEP 1: Bend your arms at the elbows as if you are holding something up.

STEP 2: Run forward on your toes, taking twenty small steps. As you run, move your arms forward and backwards like the pistons of a train engine.

STEP 3: When your right leg moves forward, push your right arm forward and your left arm backwards. Do the opposite when your left leg moves forward. Your feet should flick back from your knees so they almost touch your buttocks as you run. Breathe in and out sharply and deeply through your nose. Take twenty steps forward.

STEP 4: After taking twenty steps forward, immediately move backwards the same distance. Maintain the same arm and leg movements and continue the sharp breathing. When your arms move backwards, ensure your elbows do not go further back than your body.

Relax in *viśhrānti*.

BENEFITS

- This *vyāyāma* expands and strengthens the chest.
- It builds the muscles in the thighs and calves.
- It is ideal for those who enjoy running and other sports.

3. *Ūrdhva-gati* (Up movement)

Come to a standing posture.

STEP 1: Place your feet about one foot apart. Bend one arm at the

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elbow so that your forearm is straight out in front of you.

STEP 2: Stretch your other arm straight up towards the sky. Keep the palms of both hands open and facing away from you, with the fingers of both hands together.

STEP 3: Bend your left knee slightly as if you are about to take a step. At the same time, stretch your right arm further upwards. Then, straighten your left knee and bring your right arm back to its starting position.

STEP 4: Now, bend your right knee slightly and stretch your left arm upwards. Straighten your right knee and bring your left arm back to its starting position.

Breathe in as you stretch your arm up and bend your knee. Breathe out as you return to the starting posture.

To begin with, repeat this entire sequence (left knee/right arm, then right knee/left arm) 20 times.

Relax in *viśhrānti*.

BENEFITS

- This *vyāyāma* is good for the arms and legs.
- It improves blood circulation throughout the body.

Notes for the teacher

- Encourage patience and help students understand that flexibility and strength develop over time with consistent practice.
- Be prepared to offer modifications or simpler variations for those who find the exercises challenging.
- Briefly explain the benefits of each exercise, linking them to physical (strength, flexibility, balance, circulation) and mental (concentration) well-being.
- Encourage students to practise these exercises at home, paying close attention to proper form and instructions.

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Chapter 3
Āsana

Now that we have explored the importance of preparatory practices by loosening our joints, let us practise the *Sūrya Namaskāra* and *other āsanas*.

Sūrya Namaskāra

In Grade 7, we learnt how *Sūrya Namaskāra*, a sequence of 12 *āsanas*, helps stretch, strengthen, and rejuvenate our body and mind. It's an excellent way to greet the sun and start the day on a positive note.

In Grade 8, we will explore the different names of the Sun and how chanting them during *Sūrya Namaskāra* can instil positive qualities within us.

Each round of *Sūrya Namaskāra* begins with the chanting of 'Om' followed by a specific name of the Sun. These names are a part of a *mantra*— sound combinations believed to positively influence our minds, making them more active, efficient, and healthy.

It is believed that chanting the Sun's name while performing the *Sūrya Namaskāra* helps us develop qualities like friendship, devotion, energy, health, strength, and vigour. By focusing on these positive qualities associated with the Sun, we connect with the divine and bring these virtues into our lives.

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Note

Ratha saptamī, also known as *sūrya saptamī*, is a special day to celebrate the Sun's powerful energy and marks an important change in its path. To honour this, we can practice the beautiful flow of twelve yoga poses known as the *Sūrya Namaskāra*. On *Ratha saptamī*, it is wonderful to perform these twelve postures twelve times, like a moving prayer to the Sun.

Starting prayer for the practice

Adopt the *Namaskāra Mudrā* and chant the prayer:

हिरण्मयेन पात्रेण सत्यस्यापिहितं मुखम्।

तत्त्वं पूषन्नपावृणु सत्यधर्माय दृष्टये॥

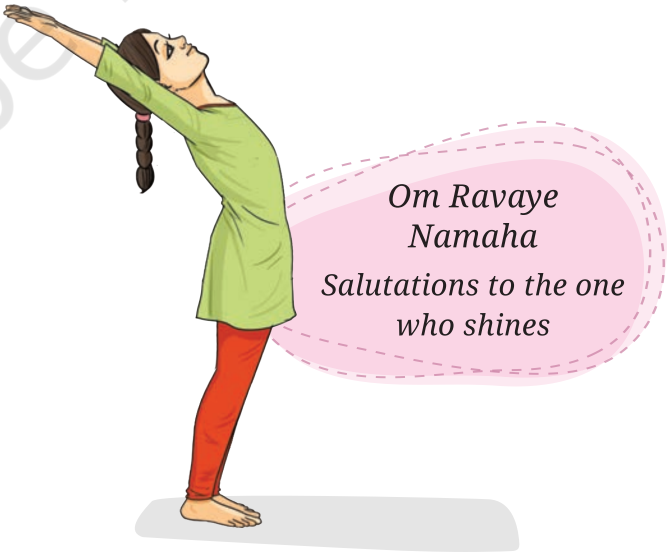
Hiraṇmayena Pātreṇa Satyasyāpihitam Mukham ।

Tat Tvam Pūshannapāvriṇu Satyadharmāya Drishtaye ॥

Meaning of the prayer

"Your golden orb masks the entrance to truth and reality, like a lid on a golden vessel. Oh, Sun, remove this covering to reveal truth and reality." This prayer is taken from the *Īśhāvasyopaniṣhad*.

STEP 1: ***Praṇāmāsana***



STEP 2: ***Hasta Uttānāsana***

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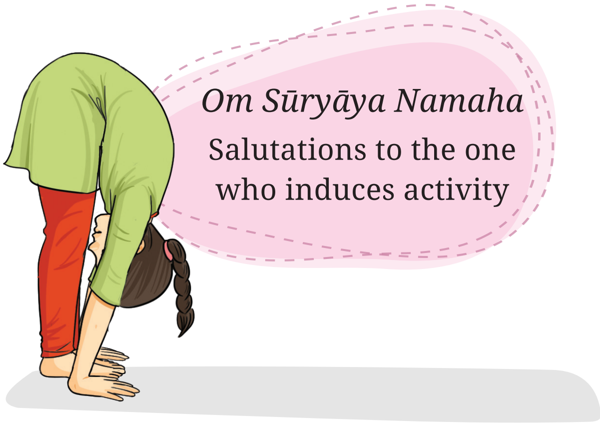
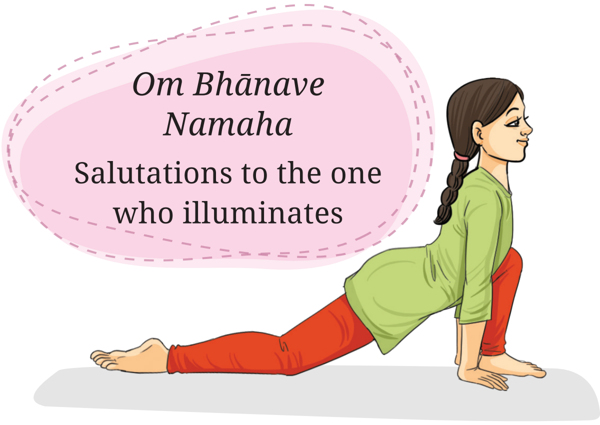
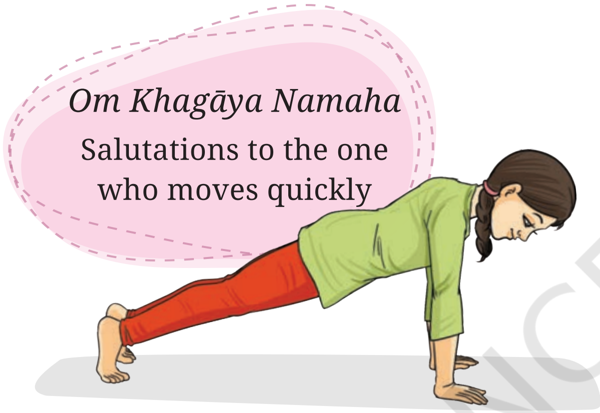


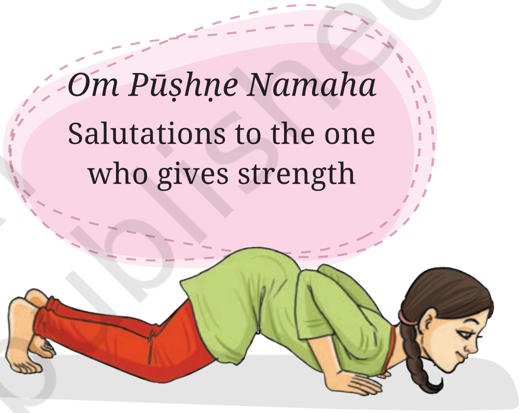
STEP 3: ***Pādahastāsana***



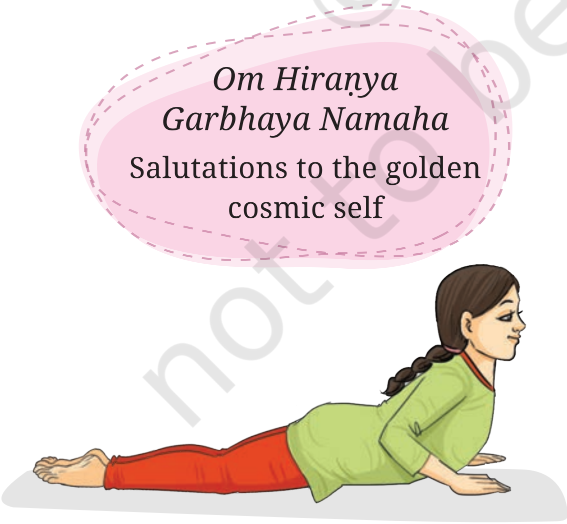
STEP 4: ***Aśhvasañchalanāsana***



STEP 5: ***Daṇḍāsana***



STEP 6: ***Sāṣhṭānga Namaskāra***



STEP 7: ***Bhujangāsana***

STEP 8: ***Parvatāsana***

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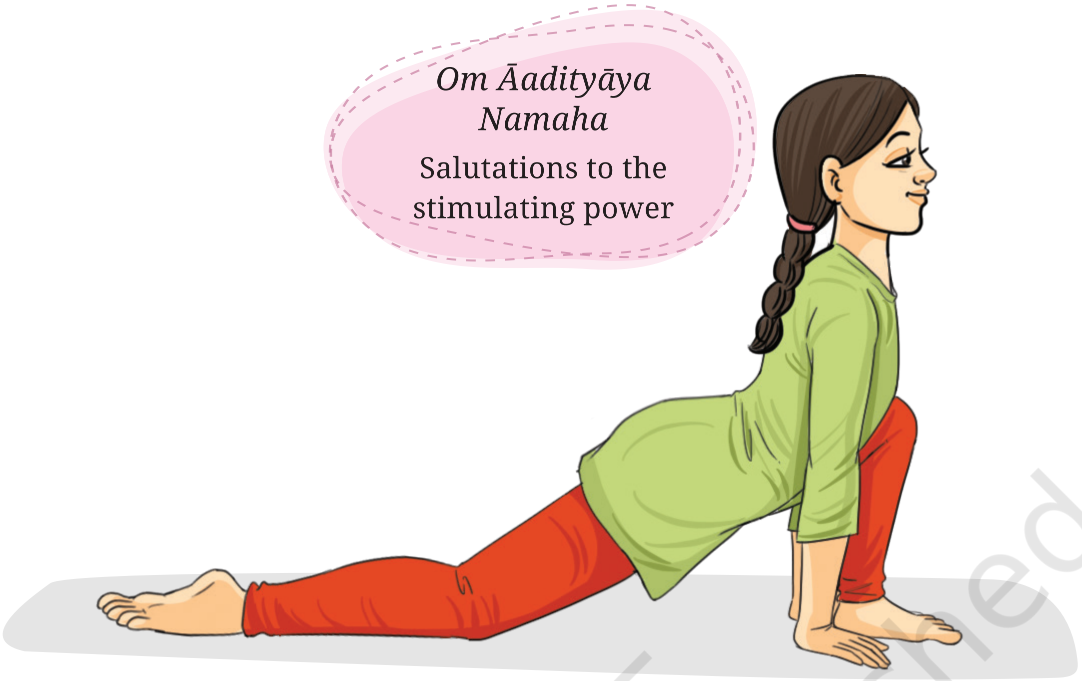

STEP 9: ***Aśhvasañchalanāsana***

STEP 10: ***Pādahastāsana***

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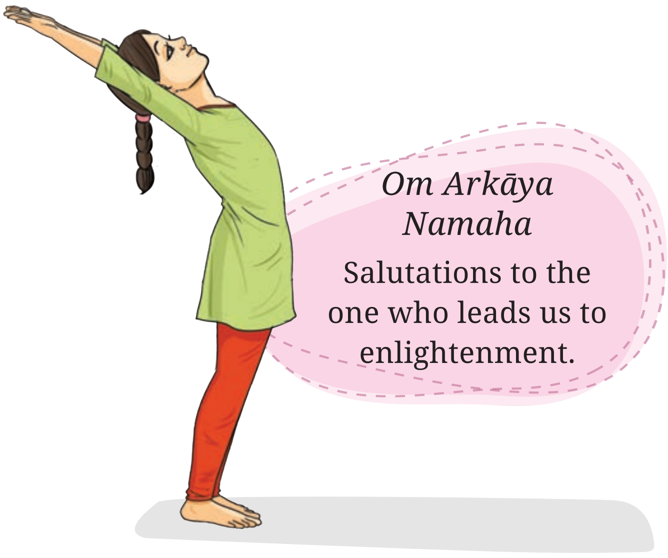
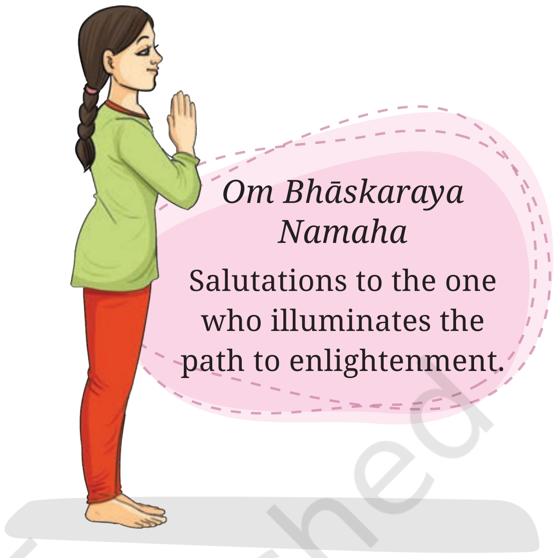


STEP 11: ***Hasta Uttānāsana***



STEP 12: ***Praṇamāsana***

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Notes for the teacher

- Ensure that students perform this practice smoothly and without any jerky movements.
- Encourage them to coordinate each movement with their breathing.
- As a variation, students can hold each posture for a few seconds.
- Refer to the Grade 7 Physical Education and Well-being textbook for benefits and limitations.

Introduction to *Āsanas*

In Grade 7, we explored several asanas that helped improve our balance, concentration, and flexibility. This year, we will learn new *āsana* to enhance stability, balance, and flexibility. We will also focus on how to perform these āsanas with ease and effortlessness.

Yoga is known for its many practices, but *āsanas* is the most popular. Some people even think that practising āsanas is all that yoga is about! there is to yoga! Long ago, spiritual seekers

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used *āsanas* mainly to prepare us for meditation. Today, we understand that *āsanas* can also help us manage the challenges of daily life.

In the Yoga Sutras, Maharishi Patañjali described āsana as a means to cultivate a positive mindset. However, it is important to remember that *āsanas* are more than just physical exercises. They should be practised carefully and slowly, with full attention and awareness of the breath. *Āsanas* teach us how to care for and maintain our physical bodies. When we practise them, we use them as a foundation to turn our attention inward.

As the *Yoga Sutrā* of Patañjali describes—

स्थिरसुखम् आसनम् ।

***Sthirasukham āsanam* । (2.46)**

That is, the posture should be steady and comfortable.

This is key to performing *āsanas*. It means that we should aim for physical and mental stability and comfort in any posture. *Sthira* means 'steady', so holding the posture steadily is important. When you first start practising, it may feel challenging and even a little uncomfortable. However, do not worry! With regular practise, the *āsana* will become easier and more comfortable to do. *Āsanas* are often categorised into various groups to help us understand and practice them better; these include meditative, cultural, relaxing, and balancing poses.

Before learning new *āsanas*, we must reinforce our understanding and practice of the ones we explored in the previous grades. These postures, which include poses like *Ardhakati chakrāsana*, *Padmāsana*, *Bhujangāsana*, *Śhalabhāsana*, *Utkaṭāsana*, *Sarvāngāsana* and *Matsyāsana*, are beneficial for building strength, flexibility, and balance. By revisiting these *āsanas*, we reinforce our understanding of their correct techniques and prepare our bodies for the more challenging *āsanas* that we will learn in this Grade.

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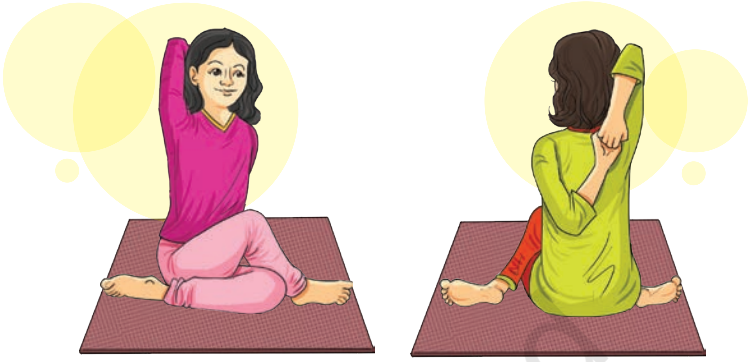
Ardhakati chakrāsana

Utkaṭāsana



Gomukhāsana

Padmāsana

Bhujangāsana

Śhalabhāsana

Matsyāsana

Uttanapadāsana

Sarvāngāsana

Sarla Dhanurāsana

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In this Grade, we will practice the following *āsanas*:

- Standing – *Vīrabhadrāsana* (Variation II), *Garudāsana*
- Sitting – *Paśhchimottānāsana, Parivṛitta Janu Śhīrṣhāsana, Suptavajrāsana, Utthita Padmāsana*
- Prone – *Dhanurāsana*
- Supine – *Pavanamuktāsana*

Perform each *āsana* under the teacher's guidance and follow the steps provided.

For safe and effective *āsana* practice, remember the following guidelines:

- Always begin with warm-up exercises, such as *Sūkṣhma Vyāyāma* to prepare your body. Practise on an empty stomach, preferably in the morning. Breathe naturally through your nose with slow, deep breaths, and wear comfortable, loose clothing.
- Avoid strain and overstretching; listen to your body's signals. Focus on proper alignment and maintain a calm mind during practice. Conclude with a relaxation posture, such as *Śhavāsana*, and strive for consistent, daily practice for optimal benefits.

For additional guidelines, please refer to the Grade 7 textbook.

Vīrabhadrāsana (Warrior Pose) – Variation II

Vīrabhadrāsana, also known as the Warrior Pose, is named after the mighty warrior *Vīrabhadrā* (*Vīra* meaning 'warrior', *Bhadra* meaning 'best'). This legendary figure, associated with *Sadāśhiva*, arose from Lord Shiva's anger to fight injustice, famously destroying Daksha's *yajna*. He symbolises focused strength and righteous power.

Practising this pose helps us connect with that warrior spirit, developing physical strength, flexibility, and balance. Mentally, it cultivates the determination, courage, and confidence needed to face life's challenges, just like *Vīrabhadrā*.

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Let us now learn, step by step, how to achieve this posture.

Prārambhika Sthiti (Starting Position)

Step 1: Inhale and spread your legs 3 to 3½ feet apart. Turn the right foot 90° and the left foot 60°, and simultaneously raise both arms so they are parallel to the ground, with palms facing down.

Sthiti

Step 1

Step 2: Exhale and bend your right knee so that your right thigh is parallel to the ground and your left leg is angled, with your knee straight. Keep the body from the waist to the head upright and centred. If comfortable in the posture keep the eyes closed.

Remain in this posture for 10 seconds, maintaining ease and comfort.

Step 2

Step 3

Viśhrānti

Step 3: Inhale, straighten your right knee, and return to a standing position.

Step 4: Exhale, bring your legs together, lower your arms, and return to prārambhika sthiti.

Repeat the same sequence on the left side.

Relax in *Śhithila Tāḍāsana*.

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Benefits

- *Vīrabhadrāsana* is good for the thighs and the upper part of the body.
- It relieves stiffness in the shoulders, neck, and back.
- It helps tone the ankles and knees.
- It improves lung capacity.
- This *āsana* helps calm the mind, build self-confidence, and reduce anxiety and stress.

Limitations

- Those with acute knee, hip and back pain must avoid this practice.

Notes for the teacher

- Students struggling with balance can keep their feet slightly wider apart or use a wall for support.
- Encourage students to also practise Vīrabhadrāsana variation I, which was introduced in the previous grades.

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Garudāsana (Eagle Pose)

Garuda in sanskrit means eagle. In this posture, the arms and legs are crossed with the palms facing each other, resembling an eagle—hence the name *Garudāsana*.

Prārambhika Sthiti (Starting Position)

Step 1: Inhale, and while exhaling, lift the left leg and wrap it around the right knee from the front, taking it behind the right calf. Lock the ankle of the right leg with the left foot.

Step 2: Inhale, and as you exhale, wrap the arms by placing the right elbow inside the slightly bent left elbow, trying to bring the palms together.

Prārambhika sthiti

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Position the palms so that they resemble an eagle's beak. Maintain balance, focus on a point, and stay in the posture.

STEP 3: Inhale, exhale, and release the hands.

STEP 4: Inhale, exhale, and release the legs.

Relax in *Śhithila Tāḍāsana*.

Repeat the same practice on the left side.

Step 1 Step 2 Step 3 Step 4 *Viśhrānti*

BENEFITS

- *Garudāsana* improves concentration, balance, and coordination.
- It strengthens the muscles and loosens the joints of the shoulders, arms, and legs.

LIMITATIONS

- Students with joint injuries must avoid this practice.

Note for the teacher

Ensure that students perform *Sūkṣhma Vyāyāma* exercises for the upper and lower parts of the body to improve flexibility before practising the *āsana*.

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Paśhchimottānāsana (Back stretching pose)

Paśhchimottānāsana, also known as the 'Seated Forward Bend', deeply stretches the entire back of the body, from head to heels. The Sanskrit name perfectly describes this action— *Paśhchim* means 'back', and *uttāna* means 'intense stretch', literally translating to 'intense stretch of the back'.

Let us learn, step by step, how to achieve this posture.

Prārambhika Sthiti (Starting position)

Prārambhika sthiti

STEP 1: Inhale, raising both hands vertically so that the biceps touch the ears and the palms face forward.

STEP 2: Exhale, then bend your trunk forward from the lower back. Stretch the arms and hands parallel to the ground. With further exhalation, form hooks with the index fingers and hold the big toes. Stretch your lower back further away from your trunk and rest your face on your knees. Bend the hands at the elbows and relax the abdominal muscles. Stay in the posture with normal breathing. Stay in this posture for 10 counts with ease and pleasure.

STEP 3: Inhale and slowly raise your hands so that your biceps touch your ears, and your palms face forward.

STEP 4: Exhale, bring your hands to the ground, and return to *Sthiti*.

Relax in *Śhithila ḍandāsana*.

Step 1 Step 2 Step 3 Step 4 *Viśhrānti*

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BENEFITS

- *Paśhchimottānāsana* is an excellent yoga pose to improve back flexibility.
- It improves digestion and bowel movement and helps relieve constipation.
- This *āsana* helps calm the mind and slow down thoughts, which in turn reduces stress levels.

LIMITATIONS

- Students with back problems, heart issues, or who have recently undergone abdominal surgery should avoid this practice.

Note for the teacher

- Ensure that students perform *Sūkṣhma Vyāyāma* exercises for the upper and lower parts of the body to improve flexibility before practising the *āsana*.

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Parivṛitta Janu Śhirṣhāsana

This posture means Revolved (*Parivṛitta*) Head (*Śhira*) to Knee (*Janu*) Pose.

Let us learn, step by step, how to achieve this posture.

Prārambhika Sthiti (Starting Position)

Prarāmbhika sthithi

STEP 1: Bend the left leg at the knee and bring the left foot towards the right inner thigh.

STEP 2: Inhale and raise the hands upwards so that the biceps touch the ears, with the palms facing forward.

STEP 3: Lengthen the spine, and while exhaling, twist the torso towards the right leg, reaching for the right foot with the right hand.

STEP 4: Raise the left arm, and with further exhalation, bring it over the head and hold the right foot with both hands. Tuck the chin and turn the head towards the ceiling.

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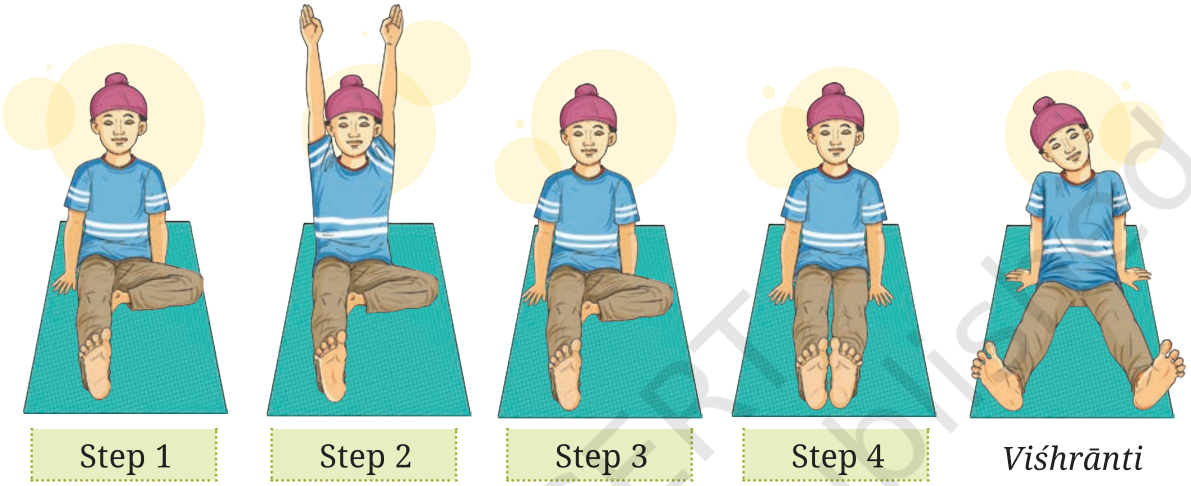
STEP 5: Inhale, release the left arm, and slowly release the right arm, stretching both hands above the head.

STEP 6: With further inhalation, turn the torso back to the centre.

STEP 7: While exhaling, release both hands and place them by your sides, near the thighs.

STEP 8: Exhale, release the left leg, and return to *Prārambhik Sthiti*.

Relax in *Śhithila Daṇḍāsana*.



BENEFITS

- *Parivṛitta Janu Śhīrṣhāsana* improves mobility and flexibility in the back.
- It stimulates the abdominal organs.
- It opens up the hips and chest for better posture and breathing.
- This *āsana* calms the nervous system and reduces stress and anxiety.
- It promotes mindful breathing, helping to create a sense of relaxation.

LIMITATIONS

- Students with knee injuries, back pain, shoulder pain, or a stiff neck should avoid this practice.

Note for the teacher

- Ensure students loosen their hip joints by doing forward and backward bending or *chakki chalana* before practising.

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Supta Vajrāsana (Sleeping thunderbolt pose)

Supta Vajrāsana, also known as the 'Sleeping Thunderbolt Pose', is a variation of *Vajrāsana*. It helps to improve digestion and calms the mind.

Let us learn how to do this pose step by step.

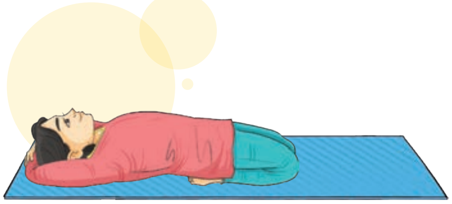
Prārambhika sthithi

Prārambhika Sthiti (Starting position)

STEP 1: Fold the legs one at a time and sit into *Vajrāsana*.

Step 1

STEP 2: Inhaling, bend backwards, supporting yourself with your elbows and palms. Stretch your body and place your head on the ground. Lie flat on your back. Keep your hands crossed above your head and your knees close to the ground. Remain in this posture for 10 seconds, breathing normally.



Step 2

STEP 3: Exhaling, and with the support of your elbows and palms, return to Vajrāsana.

STEP 4: Release your legs and come into Danḍāsana.

Relax in *Śhithila Danḍāsana*.

Step 3

Step 4

Viśhrānti

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Benefits

- It stimulates the digestive, respiratory and nervous systems, calms the mind and improves focus.
- This *āsana* helps calm the mind and body, promoting emotional balance.
- It improves focus and instills a sense of freedom and lightness, creating a positive attitude toward oneself and the world.

Limitations

- Those with knee, hip, elbow, wrist, or back pain must avoid this practice.
- Students who have recently had abdominal or knee surgery must avoid this.

Note for the teacher

- If students do not have the needed strength and flexibility, they can be asked to take a little gap between their knees and legs.

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Utthita Padmāsana

Padmāsana in Sanskrit means 'Lotus Pose'. In this posture, the body is lifted off the ground while in the lotus position.

Let us learn, step by step, how to achieve this posture.

Prārambhika Sthiti (Starting Position)

STEP 1: Inhale and exhale. Fold the right leg and place it at the root of the left thigh. Inhale and exhale again, then fold the left leg and place it at the root of the right thigh.

STEP 2: Place the palms beside the hips. While inhaling, use your strong core and arms for support and lift your body off the ground, pressing your palms firmly into the floor. Keep the spine, neck, and head erect.

Prārambhika sthithi

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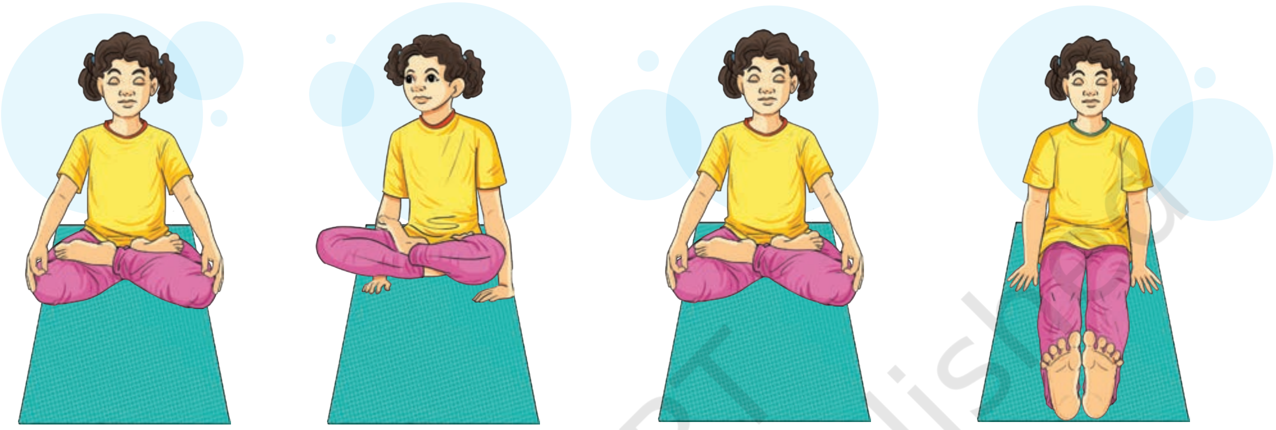
Remain in the posture for a count of ten, breathing normally.

Step 3: While exhaling, slowly lower the hips back to the floor.

Step 4: Inhale and exhale. Unfold the left leg, inhale and exhale again and unfold the right leg. Come to *Sthiti*.

Relax in *Śhithila Danḍāsana*.



Step 1 | Step 2 | Step 3 | *Viśhrānti*

Benefits

- *Utthita Padmāsana* strengthens the fingers, wrists, arms, and abdominal muscles.

Limitations

Students who have wrist, ankle, and knee injuries must avoid this practice.

Notes for the teacher

- Ensure that the students can perform *Padmāsana* comfortably.
- If students struggle to lift, they can gently sway their upper body forward to help themselves up.

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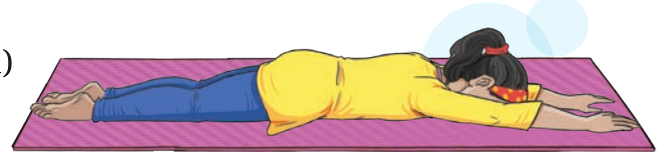
Dhanurāsana (Bow Pose)

Dhanur in Sanskrit means bow. This posture resembles a bow, and hence it is called *Dhanurāsana*.

Let us learn how to perform this posture step by step.

Prārambhika Sthiti (Starting position)



Prārambhika sthiti

STEP 1: While inhaling, fold both legs at the knees and catch the ankles with both hands, keeping the arms straight. Bring the heels close to the buttocks.

Step 1

STEP 2: Inhale and raise your head and chest as high as possible from the floor, tilting your head back so that your posture resembles a bow. Keep the eyes closed, and the face relaxed.

Hold this position with normal breathing for a count of ten.

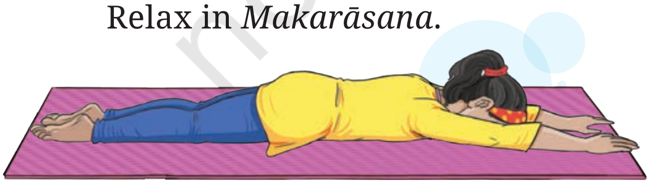
Step 2

STEP 3: Slowly lower the thighs and head to the ground while exhaling.

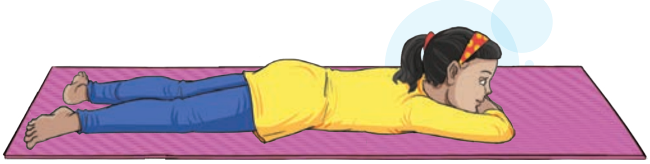
Step 3

STEP 4: Release the hands and legs, then stretch both arms above the head with the palms facing down. Rest the forehead on the ground.

Relax in *Makarāsana*.



Step 4



Viśhrānti

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Benefits

- *Dhanurāsana* gives good stimulation and flexibility to the back.
- It improves digestion.
- For girls, it helps relieve menstrual disorders.
- This *āsana* helps uplift energy levels and reduces lethargy and tiredness.
- It helps soothe the mind, reduces depression and anxiety, and instils courage.

Limitations

- Those who have headaches, neck injuries, recent abdominal surgery, or back problems must avoid this practice.

Note for the teacher

- Forward-bending postures, such as *Parvatāsana* or *Śhaśhānkāsana* should follow this *āsana*.

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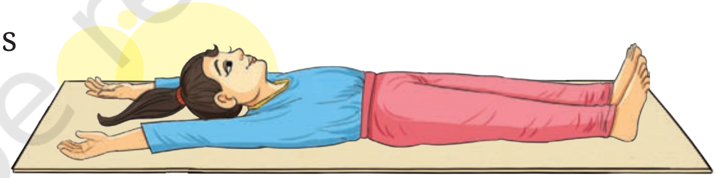
Pavanamuktāsana (Wind relieving pose)

This *āsana* is also known as the 'Wind-Relieving Pose'. It helps remove gas and waste from the body by improving digestion and bowel movements.



Prārambhika sthiti

Let us learn, step by step, how to achieve this posture.

Prārambhika Sthiti (Starting Position)

Step 1: Inhale, then slowly raise both legs to a 90° angle.

Step 1

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STEP 2: Exhale, bend both knees and bring them towards the chest until the thighs touch the stomach. Interlock the fingers and clasp the hands around the shin bones below the knees. With further exhalation, try to touch the knees with the tip of the nose.

Stay in the posture with normal breathing for a count of ten.

STEP 3: Inhale, place the head on the ground, slowly release the knees, and raise the legs to 90°.

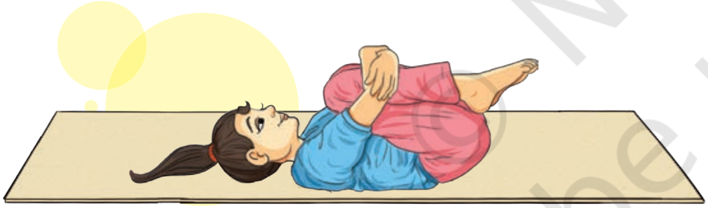
STEP 4: Exhale and slowly lower the legs back to the mat.

Relax in *Śhithila Śhavāsana*.

Step 2

Step 3

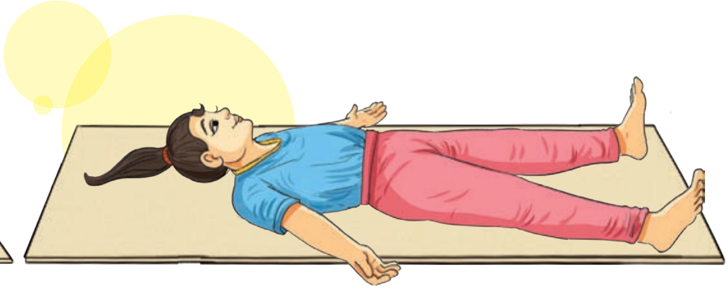
Step 4



Step 5

Step 6

Step 7



Viśhrānti

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Benefits

- *Pavanamuktāsana* is an excellent practice to strengthen the abdominal muscles.
- It improves digestion and helps relieve acidity and constipation.
- It provides relief from menstrual problems and back pain.
- This *āsana* reduces stress and anxiety, promoting relaxation and mindfulness.

Limitations

Students with a hernia, recent abdominal surgery, or leg surgery should avoid this āsana.

Note for the teacher

- Variations of *Pavanamuktāsana* can be given to students (refer to the *Khel Yoga* Grade 6 textbook).

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Yoga Nidrā

Yoga Nidrā is an effective way to relax and energise the body and mind. It is a helpful tool for deep relaxation while staying alert. It is excellent for reducing stress, improving focus, and and promoting a sense of balance. One might look asleep, but they remain aware inside.

Like warming up before yoga practice and cooling down afterwards, *Yoga Nidrā* is a perfect way to end a yoga routine.

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It helps the body use energy wisely, relaxing the whole system. This prepares us for *Prāṇāyāma* and meditation. So, always plan enough time for *Yoga Nidra* at the end of your *āsana* practice!

Step-by-step instructions for *yoga nidrā*

1. Lie comfortably on your back in the *Śavāsana* pose. Gently close your eyes and relax. Take a few slow, deep breaths in and out. Remember to breathe calmly. Let us begin by focusing gently on the right foot. Feel the right foot relaxing as you keep the attention there for a moment. Now, slowly shift your focus up to the right knee, right thigh, and finally to the right hip. Be aware of the entire right leg and feel it relaxing.
2. Now, gently shift the focus to the left foot. Feel it relaxing as you hold the attention there for a moment. Slowly move the focus up to the left knee, the left thigh, and finally, the left hip. Become aware of the entire left leg, allowing it to relax completely.
3. Now, bring the attention to the lower body— your pelvis (lower limbs), stomach, navel, and chest.
4. Bring attention to the right shoulder, right arm, palm, and fingers. Do the same for the left shoulder and left arm, palm and fingers. Next, focus on the throat, face, and the very top of the head.
5. While in this relaxed state, take a deep breath in. Notice how the body feels, and relax and enjoy this peaceful stillness for a few minutes.
6. Now, slowly become aware of the body and the space around you. Gently roll onto the right side and stay there for a few more minutes.
7. When you are ready, slowly sit up. Take the time, and when you feel comfortable, gently and gradually open your eyes. You can then rub the palms together to create warmth and gently cup them over the eyes.

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Benefits of *Yoga Nidrā*

- *Yoga Nidrā* is an effective tool for achieving deep relaxation and rejuvenation.
- It calms the nervous system and balances endocrine secretions.
- It helps release emotional tensions.
- It withdraws the mind from excessive mental activity and calms it.

Notes for the teacher

- Use clear and simple language that students can easily understand.
- Encourage students to visualise the body parts they are focusing on. This helps them connect with their bodies on a deeper level.
- Use a calm and soothing tone of voice to guide students through the practice.
- Allow sufficient time for each practice step; do not rush the students.

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Kriyās

Kriyās are special yoga techniques designed to purify the body from the inside out. While we all practice some form of cleansing daily, like bathing or brushing our teeth, yoga *kriyās* go deeper, targeting the internal organs. Over time, yogis have developed many *kriyās*, but six major ones, called the *Ṣhhaṭa Kriyās*, are considered the most important and comprehensive.

They are:

1. *Neti* – Cleaning the nostrils
2. *Dhouti* – Cleaning the digestive tract
3. *Bastī* – Cleaning the bowels.
4. *Naulī* – Rolling the abdominal muscles
5. *Trāṭaka* – Gazing at one point
6. *Kapālabhāti* – Cleaning the frontal region of the brain

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In this grade, let us learn more about *Kapālabhāti*. *Kapāla* means 'skull', and *bhāti* means 'shining', so *Kapālabhāti* means 'shining skull'. In the *Haṭha Yoga* texts, it is classified under the *Ṣhaṭ Kriyās*. This practice involves active, rapid exhalation, while inhalation is a passive process.

Practise guidelines

- While practising *Kapālabhāti*, keep the body relaxed.
- Never force the breath during the practice; start with 10 to 15 exhalations.
- Practise this on an empty stomach.
- Try to maintain a steady rhythm throughout the practice.
- Girls should avoid this practice during menstruation.

Step by step guide for the practice

- Sit in a comfortable posture, such as *Vajrāsana* or *Sukhāsana*, with the spine erect, face relaxed, and eyes gently closed.
- Adopt *Chin Mudrā*.
- Inhale once, then exhale rapidly, like a blacksmith's bellows, drawing the abdominal muscles inward as the air is expelled through the nostrils.
- This practice can be performed for 10 to 20 exhalations, depending on one's capacity.
- When the practice is stopped, the breath halts automatically. This state is called *Sahaja* or *Kevala Kumbhaka*, and it is considered the most critical aspect of *Kapālabhāti*, which must be experienced.
- When the breath stops naturally, the mind also becomes still, which is the ultimate goal of yoga practice.

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Benefits

- *Kapālabhāti* helps eliminate excess *Kapha doṢha*, particularly mucus that accumulates in the head-neck region.
- It improves upper and lower respiratory health.
- It balances and strengthens the nervous system.
- It enhances focus and concentration.
- It provides a gentle massage to all the abdominal organs.

Limitations

Students with spinal issues or heart-related conditions should avoid this practice.

Notes for the teacher

- Encourage students to practise step-by-step with clear guidelines and precautions, allowing them to explore the benefits of this breathing technique safely.
- Discuss with students their experiences regarding how many exhalations they could achieve or whether they experienced *Kevala Kumbhaka* after practising.
- As a variation, students can also adopt *Brahma Mudrā* while practising.
- If students feel lightheaded or dizzy, they should stop the practice.

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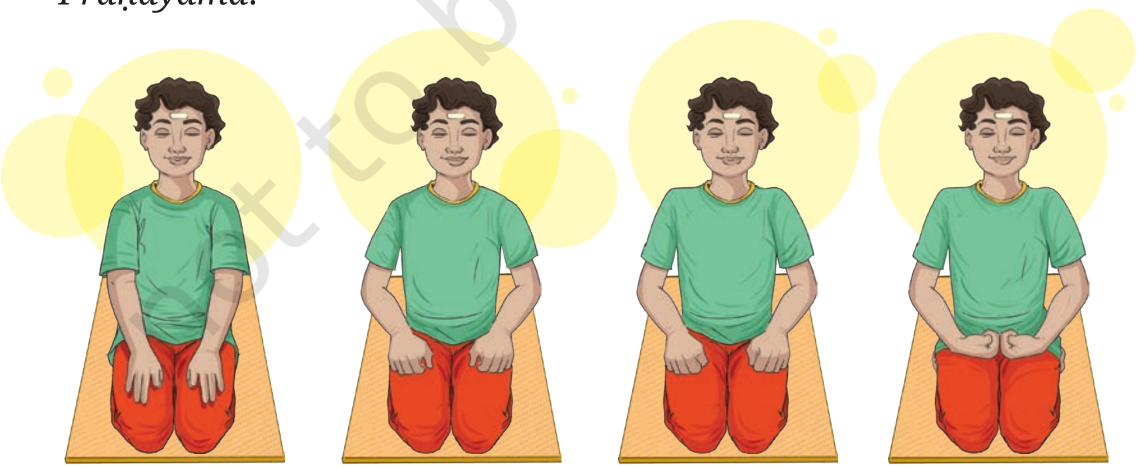
Chapter 4

Prāṇāyāma

Our daily habits, from exercise and work to sleep and even food, greatly affect Prāṇa. *Prāṇa* is the vital energy needed by our physical and subtle layers, without which the body would perish. It is the *prāṇa*, or life force, within us that nourishes the mind and keeps the body alive. In our bodies, our thoughts, feelings, and imagination have an even stronger influence on this energy.

While often described as breath control, *Prāṇāyāma* is more than just breathing exercises. The word *Yama* means to control or regulate, usually referring to rules or codes of conduct. *Prāṇāyāma* goes beyond simple respiration, and is best practised after performing *āsanas* (yoga postures) as part of a complete yoga routine.

Before we learn *Prāṇāyāma* in this Grade, let us review our practice from the previous Grade, such as Sectional Breathing, *Nāḍīśhuddhi Prāṇāyāma*, *Bhrāmarī Prāṇāyāma* and *Bhastrikā Prāṇāyāma*.



Sectional Breathing

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Nāḍiśhuddhi Prāṇāyāma

Bhrāhmarī Prāṇāyāma

Bhastrikā Prāṇāyāma

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For safe and effective *Prāṇāyāma*, remember these guidelines:

- Always breathe naturally through your nose.
- Sit comfortably with your back straight. Start slowly, gradually increasing your practice time.
- If you feel dizzy or have respiratory issues, inform your teacher immediately.
- Remember, *Prāṇāyāma* is about gradual progress, so consistent practice will bring positive changes.

(*Refer to Khel Yoga Grade 6 textbook for the above practices*).

In this Grade let us learn additional *Prāṇāyāma* practices such as *Sūrya Bhedana Prāṇāyāma* and *Chandra Bhedana Prāṇāyāma*.

Sūrya Bhedana Prāṇāyāma

Sūrya Bhedana Prāṇāyāma, is also known as right nostril breathing. In this practice, we inhale (breathe in) through the right nostril and exhale (breathe out) through the left. Here's how to do it — remember to keep your eyes, temples, eyebrows, and forehead completely relaxed throughout the practice.

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Step 1 | Step 2 | Step 3 | Step 4 | Step 5

Prārambhika Sthiti (Starting position)

Step 1: Sit in *Vajrāsana* or *Sukhāsana* with the spine erect, the face relaxed and the eyes gently closed. Adopt *Chin Mudrā* in both hands and place it on the thighs.

Step 2: Adopt *Nāsika Mudrā* in the right hand. Stay in this posture with normal breathing for a count of ten.

Step 3: Gently close the left nostril using the ring and the little fingers of the right hand. Inhale through the right nostril.

Step 4: Close the right nostril with the thumb, open the left nostril and exhale.

Step 5: After the practice, drop the right hand, adopt *Chin Mudrā* and observe the changes.

Repeat the practice for 5 rounds.

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Benefits

- *Sūrya Bhedana Prāṇāyāma* strengthens the immune system and increases the efficiency of the digestive system.
- It destroys the intestinal worms as per *Haṭha Pradīpikā*.
- It relieves asthma, colds, low blood pressure and gastric problems.
- It increases the body temperature and helps in weight loss.

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Limitations

- Students with heart problems should avoid this practice.
- Students suffering from fever should avoid this practice completely.
- Never practise *Sūrya Bhedana Prāṇāyāma* after eating.

Chandra Bhedana Prāṇāyāma

Chandra Bhedana Prāṇāyāma is also known as left nostril breathing. In this practice, we inhale (breathe in) through the left nostril and exhale (breathe out) through the right. Here is how to do it— remember to completely relax your eyes, temples, eyebrows, and forehead throughout the practice.

Step 1 Step 2 Step 3 Step 4 Step 5

Prārambhika Sthiti (Starting position)

Step 1: Adopt *Chin Mudrā* in both hands and place it on the thighs.

Step 2: Adopt *Nāsikā Mudrā* in the right hand.
Stay in the posture with normal breathing for a count of ten.

Step 3: Gently close the right nostril using the thumb of the right hand. Inhale through the left nostril.

Step 4: Close the left nostril with the ring and the little finger, open the right nostril and exhale. One cycle of inhalation and exhalation forms one round.

Step 5: After the practice, drop the right hand, adopt *Chin Mudrā* and observe the changes.

Repeat the practice for 5 rounds.

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Benefits

- *Chandra Bhedhana Prāṇāyāma* cools the body and reduces body heat.
- This practice reduces laziness.
- It is beneficial for relieving stress and agitation.

Limitations

- It should not be practised during winter.
- Students suffering from asthma and heart disease should avoid this practice.

Notes for the teacher

- Ensure students do equal rounds in both nostrils and do not overdo the practice.
- Encourage students to share their experiences after the practice.

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Mudrās

Mudrās are gentle yet powerful movements, often involving the hands, that act like a silent language of your body. These movements can shift how you feel, think, and see the world around you, making you more focused and aware. Sometimes, a *mudrā* uses your whole body, combining *āsana*, *Prāṇāyāma*, and focused visualisation. Ancient yoga texts consider *mudrās* a key part of yoga, best learnt after you are comfortable with basic yoga practices, as they help to refine the inner awareness and clear any major energy blocks.

In this Grade, let us learn how to perform *Taḍāgī Mudrā*.

Taḍāgī Mudrā: The Pond Gesture

In Sanskrit, '*Taḍāgī*' (तड़ाग) means a human-made pond or reservoir, and '*Mudrā*' (मुद्रा) means a seal or gesture. So, *Taḍāgī*

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Mudrā is like creating the shape of a pond with your body in a seated forward bend. This yoga pose involves sitting, using a specific breathing method, and focusing the mind, including gently drawing the stomach inward. It combines body, breath, and awareness to create the 'pond gesture' (*mudrā*). This *mudrā* should be practised on an empty stomach early or at least three hours after the last meal.

Step-by-step instructions for Taḍāgī Mudrā

Come to *Danḍāsana*

STEP 1: Sit with the legs stretched out and feet slightly apart. Close your eyes and relax the whole body, especially the abdominal region.

STEP 2: Now slowly lean forward and grasp the big toes with the thumb, index and second finger.

STEP 3: Keep the head facing forward, now inhale slowly and deeply, expanding the abdominal muscles to their fullest extent.

STEP 4: Now, exhale slowly and deeply while relaxing the abdomen. Repeat the breathing for 5 times and then slowly release your toes and return to *Danḍāsana*.

Relax in *Śhithila Danḍāsana*.

BENEFITS

- *Taḍāgī Mudrā* strengthens the diaphragm and tones the pelvic floor muscles.
- This mudra improves the appetite and cures digestive disorders.

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Limitations

- Students who have undergone recent surgery and hip or leg injury should avoid this practice.
- Students with heart disease and hernia should avoid this practice.

Notes for the teacher

- Students can attempt three rounds in one session and gradually progress to five rounds.
- Ensure students do not move their body while doing the practice.

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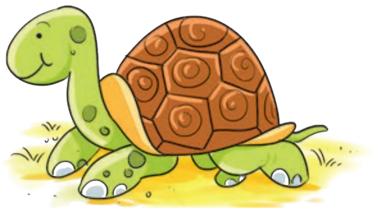
Pratyāhāra

Pratyāhāra, is the fifth limb of *Ashtānga Yoga*, which teaches us to focus our minds by gently drawing our attention away from distractions. It is like turning down the noise of the outside world to better hear what's happening within us. *Pratyāhāra* is a practice that helps to calm our mind by training our five senses (sight, hearing, taste, touch, and smell) to draw nourishment from within, rather than just from the outside world.



The word *Pratyāhāra* comes from Sanskrit–*Prati* means 'away from', and *āhāra* means 'nourishment.' Thus, *Pratyāhāra* refers to withdrawing the senses from external stimuli. Think of it like a tortoise drawing its limbs into its shell for protection; in the same way, *Pratyāhāra* teaches us to withdraw our senses from distractions gently.

By practising *Indriya Pratyāhāra*—the control of the senses—we learn to turn our attention inward. When you want to concentrate, try gently pulling your awareness away from what you see, hear, taste, touch and smell. With regular practice, your ability to focus will strengthen, as if placing a 'Do Not Disturb' sign on your mind to preserve your concentration.

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Here's a verse from the *Kathā Upaniṣhad*.

तां योगमिति मन्यन्ते स्थिरामिन्द्रियधारणाम्

Tam yogamiti manyante sthirāmindriyadhāraṇām

"That is called Yoga, where the senses are controlled and held steady."

Activity

My Inner Tortoise Shell

- Sit in a comfortable place with your eyes gently closed.
- Try to focus on your breath, even when there are many distractions around you. For example, noises or a yummy smell from a bakery might pull your attention away.
- Now, imagine you are like a tortoise. Slowly and gently, pull your senses inward, like a turtle drawing its head and legs into its shell.

- **Sight:** Gently stop focusing on what is in front of you. Imagine your eyes are closed—even if they are open—and focus only on the darkness behind your eyelids.
- **Hearing:** Try not to pay attention to the sounds around you. Instead, listen only to your quiet thoughts.
- **Smell:** Gently ignore any smells in the air. Notice the air as it comes in and out of your nose.
- **Taste:** Be aware of the taste in your mouth, but do not try to change or focus on it too much. Just let it be.
- **Touch:** Notice how your body is sitting or resting. Observe the sensations, but do not get too involved in them. Just be aware.

Take a few slow, deep breaths while your 'senses are inside your shell.' Notice how your mind feels a little quieter and more still.

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After a minute or two, gently bring your awareness back to the outside world. Notice how you feel.

Think about how it felt to pull your attention inward gently. Did it help you feel more focused or calmer? This simple practice is a little taste of *Pratyāhāra*, learning to create your own 'inner shell' to protect your focus. You can try this anytime you need to concentrate.

This skill can also be helpful in many situations, like studying, paying attention in class, or dealing with overwhelming feelings.

Dhāraṇa, Dhyāna and Samādhi

Notes for the teacher

- Read the activity beforehand to familiarise the students with the steps and the intended experience.
- You may choose to play soft, calming background music.
- Briefly discuss how focusing inward can enhance students' learning and understanding.
- Encourage students to share their experiences.

Dhāraṇa, *Dhyāna* and *Samādhi* are limbs of *Ashtānga* Yoga that help calm and still the mind. These practices are about learning to control the mind and improve focus. In them, the mind becomes the most important tool. Understanding how our mind works is the key to being healthy and happy— these three practices support this understanding. They lead to a state where we can control our thoughts, gain wisdom, and experience deep peace and joy. Essentially, they involve training the mind to concentrate on one specific object.

Focus means keeping your attention on a single point. It has two main aspects— first, it involves keeping the mind within a specific boundary, not allowing it to wander. Second, even when many things try to distract you, focus is about actively choosing to stay with that one thing. Focusing takes effort, and the more distractions there are, the harder it becomes.

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What is *Dhāraṇa*?

This 'spot' for meditation could be a thought, an object, or a sound (like a mantra). Fixing the mind on one of these is called *Dhāraṇa*.

Dhāraṇa means 'holding' or 'absorbing' focus and is about concentrating on a specific area or object. It is not about focusing on a tiny point but rather about keeping the mind within a specific boundary. You can focus on many things, depending on your intention. For example, some ancient teachings suggest focusing on the navel to understand the human body or on the throat to control hunger and thirst. You might also focus on a statue, the story of a wise person, or even the breath. Practising *Dhāraṇa* helps us become more aware of ourselves and less ignorant. It makes the mind more stable and less prone to wandering, bringing peace and emotional balance.

In this grade, let us learn the art of focusing through the practice of *Jyoti Trāṭaka*.

Our eyes are amazing organs that allow us to see the world around us. However, with its stresses and increased screen time, modern life can negatively affect our vision. Yoga offers a practice called *Trāṭaka*, which may help reduce stress and improve specific eye problems.

Trāṭaka means 'steady gazing' or 'concentrated viewing.' It is a practice where you focus on an object or a symbol. In *Jyoti Trāṭaka*, we use the light or flame of a lamp as the point of focus, and preparatory exercises are performed before practising it.

Let us now follow a step-by-step preparatory practice for *Jyoti Trāṭaka*.

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Step 1

Step 2

Step 3

Step 4

Sit in *Sukhāsana* or *Vajrāsana*.

STEP 1: Tilting left and right with the right eye closed

Close your right eye. With your left eye open, gaze at the light while tilting your head to the right and left. Do not blink. After a few rounds, do simple palming.

STEP 2: Tilting left and right with the left eye closed

Now close your left eye. With your right eye open, gaze at the light while tilting your head to the right and left. Do not blink. After a few rounds, do simple palming.

STEP 3: Bending forward and backwards with the right eye closed

Close your right eye. With your left eye open, gaze at the light while moving your head forward and backwards. Do not blink. Then do simple palming.

STEP 4: Bending forward and backwards with the left eye closed

Close your left eye. With your right eye open, gaze at the light while moving your head forward and backwards. Do not blink. Then do simple palming.

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Notes for the teacher

- During the practice, use dim light.
- Ensure the students move their heads gently and slowly.
- Encourage students to do palming after each step to relax.

Preparation of light

In a darkened room (the room does not have be completely dark), place a lamp or candle on a table. Have students sit in a circle around the table, each about an arm's length away from the other. Carefully light the lamp or candle.

DHYĀNA

Dhyāna is like a smooth, steady stream, like oil flowing without interruption. It is a state of deep focus where your mind is completely absorbed in one thing. Think about the times when you have been so immersed in a game or music that you did not notice anything else— that is a taste of *Dhyāna*.

In yogic texts, *Dhyāna* is compared to a smooth stream of oil. When oil is poured from one vessel to another, it flows seamlessly, like a continuous stream—*Tailadhāravat*. *Dhyāna* should be continuous, like *Tailadhāravat*.

Now let us practice simple meditation techniques, step by step.

- Sit comfortably in *Sukhāsana* or *Vajrāsana*, with your spine erect and eyes closed.
- Slowly move your awareness to your breath. Observe your breathing for a few moments as you inhale and exhale.
- If thoughts arise in your mind, don't worry. Gently bring your attention back to your breath.
- Practice this for a few minutes. This is *Dhyāna*, focusing on your breath and allowing your mind to become calm and peaceful.

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Samādhi

Samādhi is like reaching perfection in something you have practised for a long time. Think of a master musician who plays their instrument so well that it seems like an extension of their body. That effortless skill and oneness with the instrument is similar to *Samādhi*. It is a natural state that happens when you have truly mastered something.

Krīḍā Yoga

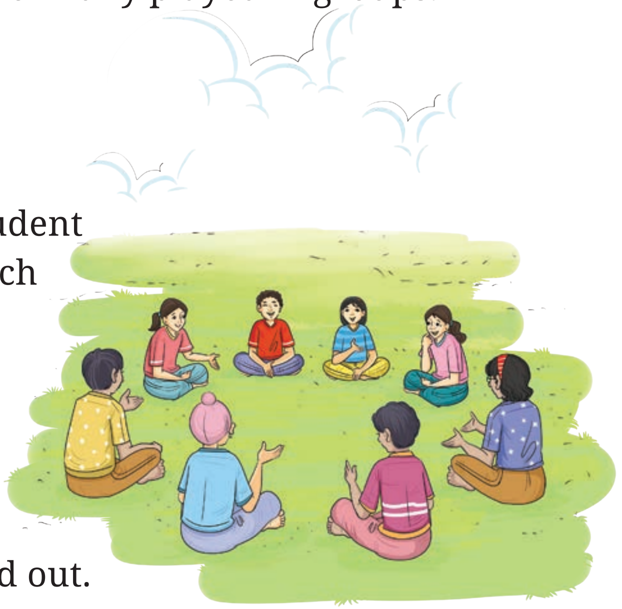
Krīḍā means play, but it is much more than just fun and games. It is vital to healthy development, fostering physical and mental well-being. *Krīḍā Yoga* is an inherently joyful activity, driven by our natural desire to move and explore. It does not require strict rules or pre-planned outcomes. It is about active participation, not just watching. When we engage in *Krīḍā*, we often create our own 'rules' and explore movement without the pressure of being 'right' or 'wrong.'

Nāmasmaranam

Nāmasmaranam is an indoor game, normally played in groups. This game improves memory.

How to play

- All students must sit in a circle.
- When the whistle blows, each student must identify a yogic concept (such as *Yama*, *Niyama*, names of the sun, *āsanas*, *Prāṇāyāma*, or *Mudrās*) individually.
- Students who cannot name a concept or repeat a previously mentioned one will be considered out.
- A special clap or cheer can be given at the end of the game.



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Notes for the teacher

- Variations are encouraged to make the game enjoyable.
- As a variation, include a section where students have to pair the name of the *āsanas or Prāṇāyāma* with its benefits.
- Ensure all students participate in the game.

HA-HA-HA

Ha-Ha-Ha is a fun, circular group game. It helps us become more aware of ourselves and others, and also helps us develop healthy emotions. Playing this game can improve lung capacity.

How to play

- All students sit in a circle.
- At the sound of the whistle, the first student says "HA" once.
- The second student says "HA HA" twice.
- In this way, the third student says it three times, the fourth student says it four times, and so on, but not more than five times.
- The words must be spoken clearly.
- Those who laugh or miss the number are considered out.

Notes for the teacher

- Different sounds can be used as variations to make the game enjoyable.
- It is a fun game, so do not exert too much pressure on the students.

Nurturing emotional well-being during the transition phase

Growing up, especially during the exciting yet sometimes overwhelming period of adolescence (ages 10 to 19), you can

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face many rapid changes in your body, mind, and feelings, including puberty. To navigate this transition smoothly and blossom into healthy adults, it's crucial to develop positive ways to handle challenges. This involves understanding our culture, being mindful of our thoughts, staying determined in our efforts, and choosing supportive friends.

When it comes to managing emotions during this time of change, it's very important to remember that if you're experiencing emotional turbulence, reaching out is key. Talking about your feelings and sharing them with a trusted elder, teacher, or counsellor is much healthier than keeping them bottled up or isolating yourself. Practices like meditation can also be incredibly helpful in understanding and balancing your emotions. Besides this, engaging in creative activities, pursuing hobbies, and spending time connecting with nature through nature walks can also play a significant role in maintaining emotional well-being. By building these positive values and skills, you'll be better equipped to stay healthy, happy, and make good choices as you mature.

Yoga practices for anxiety and anger management

While anxiety and anger are natural responses we all experience when faced with life's stresses, intense or frequent feelings can negatively impact our well being. Yoga provides us with valuable tools to manage these emotions. A consistent daily practice that includes loosening exercises, *Sūrya Namaskār*, *āsanas*, relaxation techniques, *Prāṇāyāma*, *Mudrās*, and *Dhyāna* can help us navigate anxiety and anger, leading to a calmer and more balanced life.

It's important to remember that while yoga is a powerful support for coping with everyday stress and preventing intense feelings, it is not a replacement for professional help. If you find that frequent or intense anxiety or anger significantly disrupts

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your daily life, reaching out for guidance from health experts is a positive step. Seeking help from a counsellor or psychologist is normal and should not be considered something to avoid. Just like we seek help for physical health, taking care of our mental and emotional well-being is equally important.

NOTE: Adolescents often experiences frustration and anger when they cannot get what they want. But did you know that these feelings can start with our own thoughts?

The *Bhagavad Gītā*, explains it this way—If you keep thinking about something you like, you start to become attached to it. This attachment then grows into a strong desire to have it. When you cannot get what you really want, this desire can turn into anger.

ध्यायतो विषयान्पुंस: सङ्गस्तेषूपजायते |
सङ्गात्सञ्जायते काम: कामात्क्रोधोऽभिजायते || 62||
क्रोधाद्भवति सम्मोह: सम्मोहात्स्मृतिविभ्रम: |
स्मृतिभ्रंशाद् बुद्धिनाशो बुद्धिनाशात्प्रणश्यति || 63||

Dhyāyato viṣhayān punsajh sangas teṣhūpajāyate
Sangāt sañjāyate kāmah kāmāt krodho' bhijāyate
Krodhād bhavati sammohah sammohāt smṛiti-vibhramah
Smṛiti-bhranśhād buddhi-nāśho buddhi-nāśhāt praṇaśhyati

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Assessment

The assessment section is to check your understanding and application of yoga.

Yoga for Daily Life

Assessment	Yama	Niyama	Śhaucha and Ariṣhaḍvargas
Identification of concepts			
Understanding of concepts			
Application of concepts with personal examples			
Overall Comprehension			
Total score			

Teachers evaluation sheet

Criteria	Excellent (3 points)	Good (2 points)	Fair (1 point)	Needs Improvement (0 points)	Teacher's Comments
Identification of Concepts	Clearly identifies and explains the concept.	Identifies the concept.	Tries to identify the concept.	Shows little interest in identifying the concept.	
Understanding of Concepts	Clearly explains the meaning of the concept.	Explains the meaning of concepts.	Attempts to explain the concept with some confusion.	Shows little or no interest in understanding the concept.	
Application with Personal Examples	Provides clear and relevant personal examples for applying the concept in daily life.	Provides personal examples for applying the concepts.	Provides weak or unclear personal examples for the concepts.	Does not provide personal examples for the concepts.	
Overall Comprehension	Demonstrates a strong understanding of how these concepts relate to a healthy and balanced life.	Demonstrates a good understanding of how these concepts relate to a healthy life.	Shows some understanding of the connection between these concepts and healthy living.	Shows little understanding of how these concepts relate to a healthy life.	

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Āsanas				
Assessment question	**Standing**	**Sitting**	**Supine**	**Prone**
Name of the *āsanas*				
Body alignment while performing the *āsanas*				
Awareness of breath while performing the *āsanas*				
Stability while performing the *āsanas*				
Understanding the *āsanas* benefits and limitations				
Total Score				

Teachers evaluation sheet

Criteria	**Excellent (4 points)**	**Good (3 points)**	**Fair (2 point)**	**Needs Improvement (1 point)**	**Teacher's Comments**
Identify the name of the *āsanas*	Is able to pronounce the name accurately with its meaning	Is able to pronounce, not able to say the meaning	Partly able to pronounce the name	Unable to identify the *āsanas*	
Body Alignment	Demonstrates proper alignment and understanding of the posture	Generally good alignment with minor deviations	Noticeable misalignments	Significant misalignments	
Awareness of Breathing	Breath is fully integrated with movement and awareness	Generally mindful of breath with occasional coordination	Breath is often shallow with limited coordination	Little to no awareness of breath	
Stability	Maintains steadiness and balance throughout the posture	Mostly stable with slight movements	Some instability and difficulty maintaining balance	Significant instability and inability to maintain balance	
Understanding the *āsanas* Benefits and Limitations	Clearly and accurately explains the posture benefits and limitations	Explains the posture benefits and limitations with minor inaccuracies	Explains some of the posture benefits and limitations but with significant inaccuracies	Unable to accurately explain the posture benefits and limitations	

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Prāṇāyāma

I am a breathing exercise, a path to inner might, Inhaling the sun's warmth, with the nostril on your right. The left passage releases, the breath flows free and clear, Relaxing face and mind, banishing all fear. I boost your body's shield.	I am a breath that whispers cool through the left passage I enter, and out the right I flow, letting tensions go. When minds are feeling troubled, and worries start to bloom, I offer gentle stillness, and banish anxious gloom.
What am I?	What am I?

Teachers evaluation sheet

Criteria	Excellent (4 points)	Good (3 points)	Fair (2 point)	Needs Improvement (1 point)	Teacher's Comments
Understanding of *Prāṇāyāma*	Clearly and accurately understands the instructions	Partly understands the instructions	Tries to understand the instructions	Unable to follow the instructions	
Participation in Practice	Puts in a complete effort and demonstrates the ability to understand instructions	Puts in complete effort and demonstrates the ability to understand instructions	Tries to put effort in understanding the instructions	Unable to follow the instructions	
Overall Engagement and Interest	Engages fully and shows clear interest	Engages partially and shows some interest	Tries to engage	Unable to engage	

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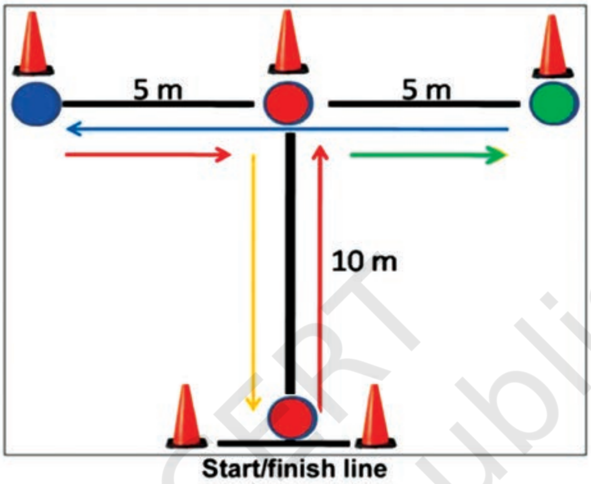
Annexure

T-Test for Agility (Fitness Test Procedure)



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Purpose

The **T-Test** measures **agility**, **speed**, **and body control**, which are important for sports and overall fitness.

Equipment Needed

- Four cones or markers
- A stopwatch
- A flat surface (like a gym floor or open field)

Set-up

1. Place the cones in a T-shape as follows:
   - Cone A (starting point)
   - Cone B (10 meters straight ahead of A)
   - Cone C (5 meters to the left of B)
   - Cone D (5 meters to the right of B)

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Procedure

1. Start at Cone A in a ready position.
2. Sprint forward to Cone B and touch it with your right hand.
3. Side-shuffle left to Cone C and touch it with your left hand.
4. Side-shuffle right to Cone D and touch it with your right hand.
5. Side-shuffle back to Cone B and touch it again.
6. Run backward to Cone A as fast as possible.
7. Stop the timer when the participant crosses Cone A.

Scoring

- Record the time (in seconds) taken to complete the test.
- Faster times indicate better agility.

Guidelines for Accuracy

- Keep feet parallel during side shuffles.
- Ensure proper hand touches at each cone.
- Perform 3 trials and take the best time.

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Cardiovascular Endurance

Meter Run/Walk Test

The 600- metre Run/Walk Test measures cardiovascular endurance and assesses how well a person can sustain moderate to high-intensity activity over a short distance.

Equipment Needed

- Stopwatch
- Measuring tape (if the track is not pre-marked)
- Flat running surface (track or open field)
- Cones or markers (to indicate start and finish points)

Procedure

1. Warm-up: Perform 5-10 minutes of light jogging and stretching.

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2. Starting Position: Stand behind the start line in a ready position.
3. Go! Start running or walking as fast as possible when the instructor gives the signal.
4. Maintain a steady pace and try to complete the 600 meters without stopping.
5. Finish Line: Stop the timer as soon as the participant crosses the finish line.
6. Record the total time taken to complete the 600 meters.

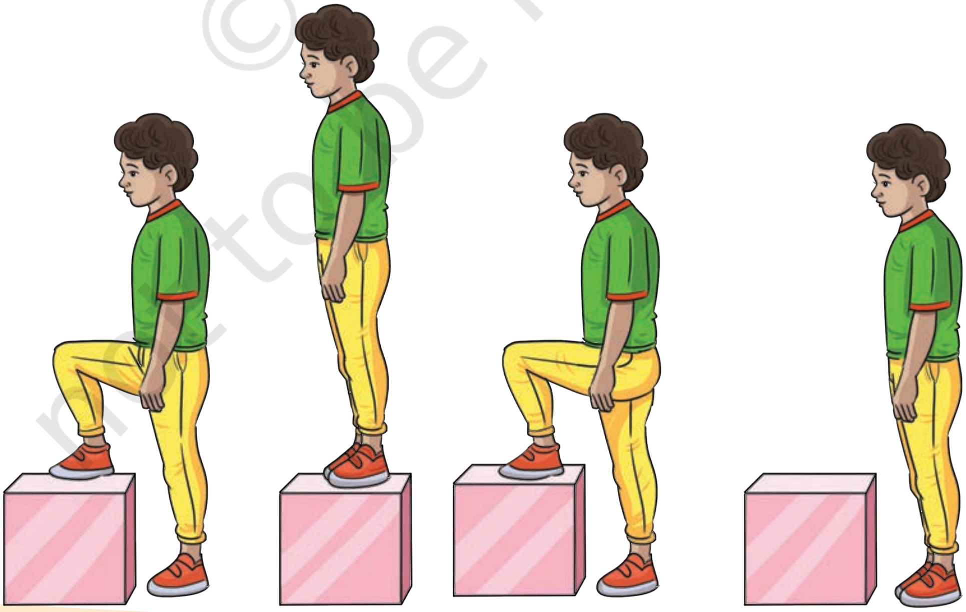
Scoring

- The time is recorded in minutes and seconds.
- Faster times indicate better endurance.
- Compare improvement over time instead of using fixed benchmarks.

Guidelines for Accuracy

- Encourage steady pacing—don't sprint too fast at the start.
- Use the same track and conditions for retests to ensure consistency.

3-Minute Step Test



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Purpose

The 3-Minute Step Test measures cardiovascular endurance by evaluating how quickly the heart recovers after exercise.

Equipment Needed

- A 12-inch (30 cm) step or bench
- Stopwatch
- Metronome or music with a 96 beats-per-minute (bpm) rhythm
- Heart rate monitor (optional) or manual pulse counting

Procedure

1. Warm-up: Perform light stretching and jogging for 5 minutes.
2. Step Pattern
    - Step up with one foot.
    - Step up with the other foot.
    - Step down with one foot.
    - Step down with the other foot.
    - Maintain a steady up-up-down-down rhythm.
3. Step to the Beat
    - The pace should be 96 steps per minute (24 complete steps per minute).
    - Continue stepping for 3 minutes without stopping.
4. After 3 Minutes
    - Sit down immediately.
    - Wait 5 seconds, then measure your pulse for 1 full minute.
    - Count beats at the wrist (radial artery) or neck (carotid artery).
5. Record your heart rate (beats per minute).

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Scoring

- Lower heart rates indicate better cardiovascular fitness.
- Compare results with previous tests to track improvement.

Guidelines for Accuracy

- Use a consistent stepping speed.
- No extra movements—keep the upper body relaxed.
- Use the same step height for all tests.
- Ensure proper posture and breathing throughout.

Strength & Muscular Endurance

Push-Ups Test (Maximum Reps in 1 Minute)

Purpose

The Push-Up Test measures upper body strength and endurance, focusing on the chest, shoulders, and triceps.

Equipment Needed

- Flat surface (gym floor or mat for comfort)
- Stopwatch
- Partner or instructor to count reps and check form

Procedure

1. Starting Position
   - Place hands shoulder-width apart on the floor.
   - Keep your body straight from head to heels.
   - Feet should be together or slightly apart.
2. Performing the Push-Up
   - Lower your chest until it's about 90 degrees at the elbows or until it nearly touches the ground.

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- Push back up to full arm extension.
- Keep a steady pace—no stopping!

3. Counting Reps
   - Only correct form counts.
   - If the body sags or hips rise too much, that rep does not count.
4. Test Duration
   - Perform as many push-ups as possible in 1 minute.

Scoring

- Record the total number of correct push-ups.
- Compare results over time to track improvement.

Guidelines for Accuracy

- No faulty movements—only full push-ups count!
- Keep body straight (avoid sagging or bending knees).
- Use the same testing method for all students (standard push-up or modified knee push-up for those who need it).

Squat Test (Maximum Reps in 1 Minute)

Purpose

The Squat Test measures lower body strength and endurance, targeting the quadriceps, hamstrings, glutes, and core.

Equipment Needed

- Flat surface (gym floor or mat for comfort)
- Stopwatch
- Partner or instructor to count reps and check form

Procedure

1. Starting Position
   - Stand with feet shoulder-width apart.

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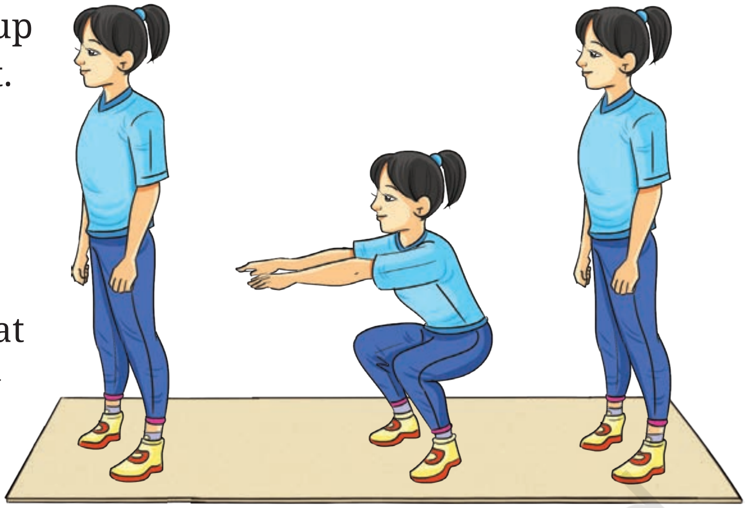
- Keep your chest up and back straight.
- Hands can be on hips or extended forward for balance.



2. Performing the Squat
    - Lower your body until thighs are parallel to the ground (90-degree angle at knees).
    - Keep knees aligned with toes (avoid knees collapsing inward).
    - Push back up to the starting position.
    - Maintain a steady rhythm—no pausing!
3. Counting Reps
    - Only correct squats count.
    - If depth is too shallow or form is incorrect, the rep does not count.
4. Test Duration
    - Perform as many squats as possible in 1 minute.

Scoring

- Record the total number of correct squats.
- Compare results over time to track improvement.

Guidelines for Accuracy

- Keep heels on the ground—no tiptoeing.
- No bouncing or half-squats—thighs must reach parallel.
- Use the same testing conditions for consistent results.

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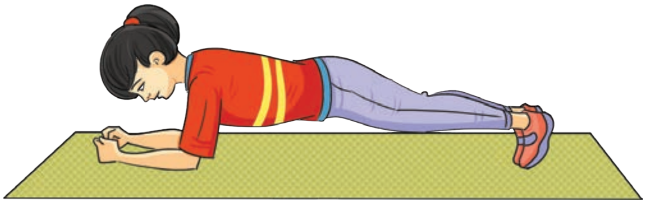
Plank Hold Test (Maximum Time)

Purpose

The Plank Hold Test measures core strength and endurance, engaging the abdominal muscles, lower back, shoulders, and legs.



Equipment Needed

- Flat surface (gym floor or mat for comfort)
- Stopwatch
- Partner or instructor to track time and check form

Procedure

1. Starting Position
   - Get into a forearm plank position:
   - Elbows directly under shoulders.
   - Arms bent at 90 degrees.
   - Keep your body straight from head to heels.
   - Feet should be hip-width apart.
2. Performing the Plank
   - Hold the plank position for as long as possible.
   - Maintain proper form—no sagging hips or raised buttocks.
   - Breathe normally throughout.
3. **Ending the Test**
   - The test ends when the participant can no longer hold proper form or chooses to stop.
   - Record the total time held (in seconds or minutes).

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Scoring

- Record the longest time the plank is held.
- Compare results over time to track improvement.

Guidelines for Accuracy

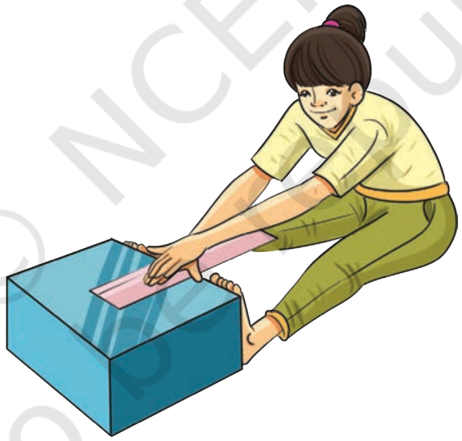
- Keep the body in a straight line—no arching or drooping.
- Ensure elbows remain under shoulders for balance.
- Use the same testing conditions each time for consistency.

Flexibility

Sit-and-Reach Test (Flexibility Measurement)

Purpose

The Sit-and-Reach Test measures hamstring and lower back flexibility. Good flexibility in these areas helps with posture, injury prevention, and overall mobility.



Equipment Needed

- Sit-and-reach box (or a ruler/tape measure placed on the floor)
- Flat, non-slippery surface
- Partner or instructor to measure the reach

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Procedure

1. Starting Position
    - Sit on the floor with legs fully extended and feet flat against the box (or with heels 12 inches apart if using a ruler).
    - Keep knees straight and feet flexed (toes pointing upward).
2. Performing the Test
    - Reach forward slowly and steadily with both hands.
    - Keep hands one on top of the other and palms facing downward.
    - Hold the stretch for at least 2 seconds at the farthest point.
    - No bouncing or jerky movements—it must be a smooth reach.
3. Measuring the Reach
    - Measure the distance from the starting point (toes = 0 inches) to the farthest reach.
    - If the fingertips do not reach the toes, record a negative score (e.g., -3 inches).
    - If the fingertips go beyond the toes, record a positive score (e.g., +4 inches).
4. Best of Three Attempts
    - Perform three trials and record the best score.

Guidelines for Accuracy

- No bending knees—they must stay straight throughout.
- Ensure a smooth reach—no bouncing.
- Use the same testing method for accurate comparison over time.

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Speed

Purpose

The 50- metre Sprint Test measures speed and acceleration, assessing how quickly a person can cover a short distance.

Equipment Needed

- Flat, non-slippery running surface (track or field)
- Measuring tape (to mark 50 meters)
- Cones or markers (for start and finish lines)
- Stopwatch
- Partner or instructor to time the sprint

Procedure

1. Warm-Up: Perform dynamic stretching and light jogging for 5-10 minutes.
2. Starting Position
   - Stand behind the starting line in a ready sprint stance.
   - One foot should be slightly in front of the other.
   - Arms bent at 90 degrees and body leaning slightly forward.
3. Sprint Execution
   - Run as fast as possible from start to finish.
   - Maintain good sprinting form (knees high, arms pumping).
4. Timing the Sprint
   - Stopwatch starts when the runner begins moving.
   - Stopwatch stops when the runner crosses the finish line.
5. Recording the Time
   - Record the best time from two trials (allowing enough rest between attempts).

Guidelines for Accuracy

- Ensure a standing start (no rolling starts).

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- Use the same timing method for all students.
- Run in proper footwear to avoid slipping.

Stork Balance Test

Definition

A test to measure static balance by timing how long a person can maintain a one-legged stance on the ball of the foot.

Purpose

To assess postural stability, balance control, and lower limb strength.

Set-up

- Stopwatch
- Flat, non-slip surface
- Barefoot or flat footwear
- Hands on hips throughout the test

Procedure

- Stand barefoot with hands on hips.
- Lift one leg and place the toes against the inside of the opposite knee.
- Raise the heel of the supporting foot to stand on the ball of the foot.
- Start timing once the heel is lifted.
- Stop the timer if:
  - Hands come off hips
  - Supporting foot moves
  - Raised foot touches the ground
  - Heel drops to the ground
  - Repeat up to 3 times per leg and take the best time.

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